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ABSTRACT

Faculty from five of Pennsylvania's 14 community colleges and a sample of students in courses taught by these instructors were surveyed to explore (1) the variations in faculty attitudes toward community college philosophy and progressive-traditional orientations in education; (2) the degree to which teaching roles are student- or subject-oriented; (3) the extent to which role orientation in teaching affects perceived teaching effectiveness; (4) aspects of socialization and their effect on faculty attitudes; and (5) the effect faculty occupational reference groups have on faculty attitudes. Findings suggested that while faculty tended to accept the community college philosophy, almost 28% of the respondents evinced a rather negative view toward institutional objectives. Although faculty were found to be more progressive than traditional on educational issues, the overall pattern was one of ambivalence. Findings also revealed a tendency toward a student-centered teaching approach, and that students themselves perceived faculty as being effective teachers. Teacher's role orientation had little or no effect on how students evaluated performance. Finally, it was revealed that the extent to which individuals identify occupationally with the community college, as 70% of respondents did, predicates their acceptance of its philosophy. Literature reviews on individual topics and a bibliography are included. (MB)

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Attitudes, Orientations, and Teaching Effectiveness Of Community College Faculty: An Exploratory Study

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CHAPTER 1

THE COMMUNITY COLLEGE IN AMERICAN SOCIETY

Introduction

Within the course of the past 50 years American education has witnessed many changes. Perhaps none is more significant than the tremendous growth and development of the community junior college. The community college, as it has come to be called, is largely a product of the twentieth century. The emergence of the community college has brought with it a unique mission and philosophy that is best epitomized by its goal of bringing the opportunity of a higher education within the reach of millions who heretofore were denied such an opportunity.

The rise of the community college has been nothing short of spectacular. Prior to the twentieth century no public, two-year college is known to have existed. However, the idea of a "junior college" was well developed by the turn of the century. The term "junior college" owes its origin to William Rainey Harper of the University of Chicago who along with several of his contemporaries saw a special need for the development of a lower division in post-secondary institutions of education in America. The first public junior college was established in Jolliet, Illinois in 1901. By 1915 there were 19; in 1952 there were 327. However it was the 1960's that brought the greatest expansion of the community college. By 1975 there were over 1,100 of these institutions with an enrollment of about 2.5 million students. Today, the community college is still the fastest growing segment of American higher education.

Along with this tremendous growth, the community college has emerged as the darling of post-secondary education. Literature dealing with it expands at an ever-increasing rate. Much, if not most, of this literature abounds in glowing tribute to the institution, or perhaps more particularly to the ideal of the institution. As of late it has become difficult to sort out the rhetoric about the institution from the real institution.

The present study represents a small attempt to break with the tradition of descriptive surveys and glittering generalities about the community college. We have directed our concern toward a problem that is gaining increasing attention by community college leaders. This is the problem of faculty in the community college. The specific problem is that of finding qualified faculty who are accepting of and sympathetic to the institution's unique mission. This requires faculty who are progressive in their outlook and who are dedicated to the task of being effective teachers. Relatively little is known about this kind of faculty member - the individual whose personal values and attitudes coincide with the values of the community college itself. Thus this study is an attempt to identify faculty characteristics that best lend themselves to agreement with the values and ideals of the community college.

Before turning to the substantive issues of this research, we should place our problem in perspective. To do this it is necessary to explain the nature of the community college's philosophy and to describe the dominant features of its student body and faculty.

The Role and Function of the Community College

Until recently most American Colleges and universities served a social and intellectual elite. In spite of a widely held democratic ethic, these institutions tended toward exclusiveness and served primarily the

children of the well-to-do or students with demonstrated academic ability. They were neither "of the people" nor "for the people" in any real democratic sense. In contrast, the community college is an institution whose mission and philosophy stand out sharply from most traditional four-year institutions. An examination of the essential features of the community college indicates some of the major differences between it and many four-year colleges and universities.

First and foremost, the community college is a democratic institution in the sense of being both "of the people" and "for the people." It manifests this ideal through its low tuition rates and by its open-door admissions policies. Moreover, it has become a geographically accessible institution within easy reach of both urban and rural dwellers. Thus for the first time in history the opportunity for post-secondary education has become available to millions who heretofore were denied the opportunity.

Secondly, the community college is a comprehensive institution. It seems fair to say that the community college offers something for nearly everyone in its extensive curricular offerings. Moreover, the variety and kinds of programs are such that they appeal to a wide range of students with varying interests and abilities. Because the community college caters to such a diverse student clientele, its programs and facilities are organized to meet their broad and varying needs.

Thirdly, the community college is primarily a community centered institution, locally supported and usually locally controlled. As such the community college is an integral part of the community drawing on the community's resources and facilities for its programs and, at the same time, orienting its programs to the community's needs. This contrasts with the more traditional situation where college and universities are

often in the community but very much apart from it.

Fourthly, the community college is dedicated to lifelong education. This orientation reflects the recognition that education is not simply the prerogative of some special age group or academic group but rather the right of people of all ages and of varying educational needs.

Lastly, the community college is an adaptable educational institution both in the sense of orienting itself to individual differences among students and in the sense of adjusting to the changing needs of society. This feature reflects the student-centeredness of the institution and its commitment to serving a heterogeneous student clientele. It also indicates a sensitivity to the changing conditions in society. Community college leaders have recognized that educational institutions must not only lead in social change but must also be the facilitators of such change.[1]

Taken together, these features incorporate an institutional philosophy that is generally unique among institutions of higher education. The essential elements of this philosophy are: (1) an unrestricted admissions policy, (2) an extremely varied and comprehensive curriculum, and (3) a community centered orientation. These elements have molded the fundamental character of the institution.

Implicit in the community college's philosophy is the recognition that the more traditional educational facilities ill-served the opportunities for upward social mobility espoused by a democratic and open society. Educators, and particularly leaders in the community college movement have responded to this awareness by sponsoring programs of compensatory

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[1]For further discussion of these features, see: Ralph R. Fields, The Community College Movement. New York: McGraw-Hill, 1962.

education. In fact, this movement toward compensatory education is one explanation for the tremendous growth of the community college. Indeed it may well be argued that the community college is an institutionalization of the "open-class" ideology inherent in the present American value system just as comprehensive secondary education expressed a similar ideology fifty years or more ago. In a society which places great importance on upward social mobility, the increasing importance of a college education places heavy demands on the higher education establishment. Such demands are a consequence of the society's encouragement of its members through such norms as "equal opportunity" to aspire to more "status" positions than there are places. Thus, in addition to providing an avenue of social mobility, society must also develop a "safety-valve" to prevent rebellion by those who cannot qualify in the ever tighter competition for elite status positions.

This institution, with more curricular offerings, extensive guidance and counseling facilities, remedial education opportunities, and a strong commitment to teaching, not only facilitates upward social mobility but enables what Burton Clark calls the "cooling-out" process to function.[2] In essence, this is a process including pretesting, counseling, objective evaluation of aptitudes, orientation classes, and a liberal probation policy through which the overaspiring student is counseled into an occupational role that is more compatible with his abilities. Basically the student accumulates mounting evidence through several terms that he will

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[2]Burton R. Clark, "The 'Cooling-out' Function in Higher Education." The American Journal of Sociology 65 (May, 1960), pp. 569-576.

not succeed in the transfer program but that he probably could succeed in the occupational program.[3] Thus, the student is given the "opportunity" to compete for elite status but finally reconciles himself to an occupational role which was initially less desirable. What is important is that this sequence of events leads the individual to consider failure as an individual event and not as part of the conspiracy by "the system." In this way the community college serves to not only provide an opportunity to compete in the achievement contest of the educational system but also to provide a legitimate means for maintaining social stability by reconciling the student to the real limits of his ability.[4]

The Community College Student

The task of describing the community college student is at best difficult. There are several reasons for this. First, and perhaps most important, is the institution's "open-door" admissions policy. In practical terms this means that community college students are quite heterogeneous in terms of their abilities and academic interests. In addition, many are only marginally prepared for the demands which a post-secondary education will make of them. Secondly, community college students come from widely divergent backgrounds, moreso than is the case in most traditional colleges. Thirdly, the community college's curricu-

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[3] As Clark and others have noted, the majority of community college students expect to transfer from their institution to a four-year college of university.

[4] It should be noted that this latter role of the community college (the stability maintenance function) is a latent function that is neither stated nor recognized by most of those who support this institution. For further comment on this role of the community college, see James L. Morrison and Reynolds Ferrante, Compensatory Education in Two-Year Colleges, Report No. 21, Center for the Study of Higher Education. University Park, Pa.: The Pennsylvania State University, April, 1973.

lar offerings present a broad mixture of career and transfer programs. This in turn produces a student body that is diverse in every respect.

The heterogeneous character of the community college's student body has been noted by many authorities. For example, The Carnegie Commission on Higher Education indicates that the student population of this institution is more representative of the college age population of the United States than is the student population at any other type of college.[5] This means that community colleges have many older students, a high proportion of students from minority groups and a large enrollment of part-time students.[6]

It has also been noted that many "new" students are enrolling in the community college as a result of its open-door admissions policy. Such students attend the community college for reasons other than the quality of its academic program. Proximity, ease of entry, and cost are among the more typical reasons. The identity of these "new" students is provided in a recent study by Cross.[7] She points out that many are marginally disadvantaged in that they come from lower socio-economic backgrounds. Many tend to be academically unsuccessful, less capable, less motivated and less intellectually oriented. Obviously, these are not universal descriptions but they do describe many community college students.

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[5] Carnegie Commission on Higher Education, The Open Door Colleges. New York: McGraw-Hill, 1970.

[6] See, for example, Charles R. Monroe, Profile of the Community College. San Francisco: Jossey-Bass, 1972.

[7] K. P. Cross, "Higher Education's Newest Student." In Terry O'Banion and A. Thurston (Eds.), Student Development Programs in the Community College. Englewood Cliffs, N.J.: Prentice Hall, 1972.

In addition to these features, Collins notes that many community college students feel inadequately prepared for college.[8] Cross reports similar trends among the students that she studied. She found that only 29 per cent of the students in her study thought they were definitely able to do college work.[9] In general, it appears that community college students do not have confidence in their abilities. They tend to feel inadequate and uncomfortable in their student role.

Some studies indicate that such feelings are generated at least in part by teachers that these students encountered in previous schooling. For example, Collins reports that community college students estimate that their high school teachers rated them lower than they did those students who went on to four-year colleges.[10] Cross reports than only 41 per cent of community college students felt that their high school teachers rated them good or excellent.[11] This suggests, as Collins points out, that a major task of the community college is to provide help in developing self-confidence among its students.[12] Instructors are really the key in this task. As Cross and other have suggested, the orientation in dealing with these students must be one in which faculty adapts to the reality of their students rather than one in which students are forced to adapt to the reality of the traditional school system.

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[8] C. Collins, "Student Characteristics and Their Implications for Student Personnel Work." In Terry O'Banion and A. Thurston, Op. cit.

[9] K. P. Cross, Op. cit.

[10] C. Collins, Op. cit.

[11] K.P. Cross, Op. cit.

[12] C. Collins, Op. cit.

These student characteristics indicate some of the unique features of the community college's student body. They also indicate why this institution needs a special kind of instructor, one that differs considerably from the more traditional, scholarly, academic model that we find in most other institutions of higher education.

Community College Faculty

In describing some of the basic features of community college faculty, our purpose is not to do what others have done more adequately but rather to indicate some of the more salient characteristics of the wider population from which the sample of faculty in this study has been drawn.

Information gathered by numerous surveys indicates that most community college faculty hold master's degrees as their highest academic degree. According to a review by O'Banion, the proportion of faculty holding master's degrees held fairly constant for the ten year period from 1961 to 1970, during which it was approximately 75 per cent.[13] During the same period about 7 and 18 per cent of faculty held doctorate and bachelor degrees respectively.[14] This trend reflects the widely held view of community college leaders that individuals with doctorate degrees are ill-prepared for the dominant teaching role of community college instructors.[15]

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[13] Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community Junior College. Tucson, Arizona: The University of Arizona Press, 1972.

[14] Ibid.

[15] For further discussion of this point and the implications of the increasing surplus of Ph.D's for the community college, see John J. Connolly, "Will the Community College Survive the Ph.D. Surplus?" Educational Record 52 (Summer, 1971), pp. 267-272.

The community college prides itself on being a teaching college. Thus, it demands of its faculty a primary commitment to the teaching function. Holders of doctorate degrees are often felt to be too specialized, too oriented to the subject matter of their specialty and too steeped in the research tradition to function satisfactorily in a predominantly teaching role.[16] Thus the master's degree continues to be recognized by most community colleges as the appropriate degree for this institution.

According to Medsker and Tillery, the "typical" community college faculty member is between 31 and 50, white, middle class and usually male.[17] Relatively few come from ethnic minority groups. In terms of employment background, most are recruited from the public school system or from business and industry. Very few have ever been students in the community colleges or have ever taken courses specifically dealing with the institution. Most are new to the community college and know relatively little about it prior to being employed in it.[18]

Faculty attitudes toward teaching in the community college seem to be best summed up as ambivalent. Medsker and Tillery report that in a national study of 57 community colleges 53.8 per cent of faculty indicated

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[16] See, for example, Terry O'Banion, Op. cit.

[17] Leland L. Medsker and Dale Tillery, Breaking the Access Barriers: A Profile of the Community College. New York: McGraw-Hill, 1971

[18] For further discussion of these points, also see Terry O'Banion, Op. cit. and Charles R. Monroe, Op. cit.

an employment preference for the community college whereas 44.4 per cent said they preferred either a four-year college or a university.[19] Other studies reflect similar trends. Friedman suggests that a large part of the difference in attitudes toward teaching in the community college may be found in the previous occupational-educational experiences of faculty.[20] For example, faculty who came from graduate school were not committed to teaching as a career; those with previous teaching experience in high schools tended to be subject-matter oriented and disdainful of teaching methods. According to other researchers, the thing which best differentiates attitudes toward teaching in the community college is the subject area of faculty members. It appears that those most dissatisfied with the community college and its comprehensive programs are largely those who teach the more traditional academic subjects.[21]

This brief description of community college faculty suggests that the typical faculty member is male, between 31 and 50, is rather Waspish, middle-class and holds a Master's degree. Most appear to have had little first hand or academic knowledge of the institution prior to their association with it. While a slim majority express favorable attitude to teaching in this type of institution it is clear that a sizable number would prefer to teach in a more traditional institution such as a four-year college.

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[19] Leland L. Medsker and Dale Tillery, Op. cit.

[20] N. L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," Sociology of Education 40 (Summer 1967), pp. 231-245.

[21] See, for example: Leland L. Medsker and Dale Tillery, Op. cit; R. E. Hamil, "The Effects of Teachers in Four-Year Colleges and Universities as Reference Groups for Teacher in Community Colleges" (unpublished Doctoral dissertation, University of Oregon, 1967).

Concerns of the Community College Movement Vis-a-vis Faculty

The goals and philosophy of the community college help make for and institution with a unique mission in higher education. This mission should be clearly evident with even a casual glance at the institution's heterogeneous student body and its diverse program offerings. Put succinctly, this mission is to provide an opportunity for millions of students who would undoubtedly never have had such an opportunity. Thus, the community college movement has set some very ambitious goals for the institution, the attainment of which depends in large part on its faculty. Blocker and others have noted:

> The faculty constitutes the professional core of the community college. It translates the philosophy, purposes, objectives and functions of the institution into meaningful action. . . . Instructors, both individually and in concert, determine the effectiveness of the institution. . . .[22]

Faculty, therefore, must be recognized as the crucial variable in the attainment of the community college's mission.

Community college leaders have long been concerned with the problem of obtaining faculty who are in tune with the ideals and aims of the institution. The problem of finding and retaining appropriate faculty centers around several special areas of concern to community college leaders. More specifically, their concern vis-a-vis faculty has tended to focus on five principle issues. These are:

(a) Faculty's acceptance of the community college philosophy

(b) Faculty adoption of a student-centered orientation in teaching

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[22] Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 137.

(c) Teaching effectiveness

(d) Faculty's general orientation toward education

(e) The occupational reference group of faculty members

A brief description of these issues will help introduce the reader to the substantive problems that we shall deal with in the following chapters.

A. Acceptance of the Community College Philosophy. For some time now there has been growing concern by community college leaders whether faculty attitudes toward the institution's philosophy are in harmony with the expectations of the community college movement. This is, of course, a most important concern, for unless faculty attitudes are consistent with the ideals espoused in the community college movement the goals and objectives of this institution cannot be realized. This is especially important in the faculty's acceptance of the community college philosophy. Although some observers feel that community college teachers "are hearty in their endorsement of the philosophy of the junior college as a flexible institution,"[23] the general picture produced by empirical evidence is one of considerable ambivalency. Some writers suggest that many community college faculty hold traditional views, views which run counter to the desired progressive outlook. Medsker and Tillery, for example, found that more traditional teachers were less open to the institution's comprehensive programs.[24]

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[23] Patricia K. Cross, "The Quiet Revolution," The Research Reporter 4, no. 3 (1969)

[24] Leland L. Medsker and Dale Tillery, Op. cit.

Cohen and Brawer,[25] and Garrison[26] all suggest that the academically traditional teacher dislikes having to teach the student of marginal ability, a student frequently found in the community college. In a statewide survey in Pennsylvania, Bloom, Gillie and Leslie found only mild acceptance by faculty of the community college philosophy.[27] Still other authorities suggest that attitudes of faculty toward their institution indicate that they do not believe in the philosophy of the community college.[28] It appears that there is doubt whether community college faculty are as supportive of the mission and goals of their institution as has often been assumed.

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[25]A. M. Cohen and F. B. Brawer, The Dynamic Interaction of Student and Teacher, ERIC Clearing House for Junior Colleges, Topical Paper no. 17 (Los Angeles: University of California, 1971).

[26]R. H. Garrison, Junior College Faculty: Issues and Problems (Washington, D.C.: American Association of Junior Colleges, 1967).

[27]Karen L. Bloom, Angelo C. Gillie and Larry L. Leslie, Goals and Ambivalence: Faculty Values and the Community College Philosophy, Report no. 13, Center for the Study of Higher Education (University Park, PA: Pennsylvania State University, 1971).

[28]See, for example, Terry O'Banion, Teachers for Tomorrow and M. F. Kelly and J. Connolly, Orientation for Faculty in Junior College Reading Programs, ERIC Clearing House for Junior Colleges, Topical Paper no. 18 (Los Angeles: University of California, 1971).

B. The Adoption of a Student Orientation in Teaching.

One of the persistent barriers to acceptance of the community college philosophy is the confusion among faculty about the educational mission of the college. This confusion is most frequently expressed in the role orientation adopted by faculty vis-a-vis students. Although the majority of community college faculty realize they are not hired for research and publication, many still consider themselves intellectuals and feel committed to the goal of scholarship. That many community college faculty should evince such notions is not surprising. After all,

> Most community college instructors have been trained in universities and have drunk deeply from the chalice of academe; they enter their institutions with academic biases which seem to conflict abruptly with their responsibility for teaching the common man.[29]

This experience promotes a value system which emphasizes the academic aspect of teaching and identification with one's discipline. It also predisposes faculty members toward frustration with teaching the poorer or less academically inclined student.[30] This frustration can be best understood by an examination of the teaching role orientation of these instructors.

Conventional teaching takes the subject matter as the primary point of departure. Teaching is structured around a body of content and the objective is to transmit an explicit amount of knowledge or

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[29] Terry O'Banion, Teachers For Tomorrow, p. 21.

[30] See, for example, Edmund Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges. New York: McGraw-Hill, 1973, Chapters 4 and 5.

information. Scholarship and mastery of the subject matter are the most highly valued criteria in evaluation of students. Thus, students who "can't hack it" shouldn't be in college because academic standards "have to be maintained."

While community college leaders agree that subject matter competency is important, they point out that the primary concern of the institution is on the whole student - a concern that extends beyond that of the student as classroom learner. Correspondingly, the consensus of community college leaders is that faculty in these institutions should have an understanding of the attitudes, appreciations, and bodies of knowledge held by the adolescent in order to deal more effectively with the processes of learning for the type of student attending the institution.[31] In addition, the responsibilities and obligations advocated for community college faculty include a vital interest in students, an awareness and sympathetic understanding of the kinds of problems which students face, an eagerness to communicate with them and an active interest in the promotion of student organizations and activities.[32] Greenshields, Lindsay, and Crawford have summarized the "proper" orientation of community college faculty as follows:

> Junior college teachers should regard individual students, their problems, their adjustments and their progress as of central importance. They should be ready to help students reach their best possible personal development; make an effort to help them understand themselves; help them make the most of their capacities; help them adjust satisfactorily to the varied situations within their total environment; help them develop the ability to make their own decisions and to solve their proplems independently; and help them make a contribution to society.
> . . . The junior college teacher should demonstrate his interest in his students by becoming personally acquainted

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[31] Wilson F. Wetzler, "Administrative and Organizatioal Patterns for the Community Junior Colleges," Junior College Journal, XXVIII (April, 1958) p. 434.

[32] Gordon B. Pyle, "Teaching and Teacher Responsibility," Junior College Journal, XXXVII (March, 1968), pp. 49-50.

> with them and knowing enough about their extra-class and outside activities so that he is able to express an intelligent interest and give commendation for achievement when justly due. . .[33]

The required role orientation of community college faculty is therefore emphatically a student-centered one. The instructor in this institution must begin with the student "as he is" and adapt his subject matter to him, rather than the student to the subject matter.

Thus the search for faculty who are willing to orient their entire teaching efforts specifically toward students and student concerns is a crucial concern of community college leaders.

C. The Concern for Teaching Effectiveness. Coupled with the concern of acquiring faculty who are student-centered in their role orientation is the demand that community college faculty be effective teachers. This demand echoes loudly in the rhetoric of community college leaders. Unfortunately the logic for this demand is rarely spelled out. If one visits a community college, the need for effective teachers is clearly evident. As Eells tells us, the community college has no other excuse for existence but teaching, and hopefully superior teaching. Its faculty are not expected to engage in scholarly research or publication. Rather, they are expected to devote their total effort to being the best teachers possible. The reason for this is inherent in the mission of the community college. This mission includes dealing with students from diverse backgrounds, including academically deprived ones. Many of these students need a great deal of assistance in achieving their potential. They are not likely to achieve it if they are taught in the traditional manner of most four-year colleges and universities.

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[33] Myrel J. Greenshields, Frank B. Lindsay and William H. Crawford, "Junior College Teachers as Guidance Workers," Junior College Journal, XXIX (March, 1959), p. 372.

D. The Adoption of a Progressive Educational Attitude. During the past twenty years educational authorities have become increasingly aware of the marked divergency among teachers in their orientations toward education. This dichotomy has been characterized in different ways by different writers. Dewey, for example saw it as a difference in values with one group reflecting authoritarian traditions and the other reflecting democratic traditions.[34] Curti and Beale saw the distinction between the two basic orientations as involving a status quo conservatism toward education and a progressive liberalism in education.[35] Kerlinger, in his observations, concludes that "the more one studies education, educators, and patrons of education, the more one becomes convinced of a basic dichotomy in thinking."[36] He feels that the dichotomy is best summed up by the terms "traditionalism" and "progressivism."

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[34] John Dewey, Democracy and Education (New York: MacMillian, 1916); The Child and the Curriculum (New York: Phoenix, 1902).

[35] M. Curti, The Social Ideas of American Educators (New York: Scribners, 1935); H. K. Beale, Are American Educators Free? (New York: Scribners, 1936).

[36] Fred N. Kerlinger, "The Attitude Structure of the Individual: A Q Study of the Educational Attitudes of Professors and Laymen," Genetic Psychology Monographs 53 (1956), pp. 287-329.

Prevailing opinion suggests that a similar distinction exists among community college faculty. Thorton describes these two different perspectives as the rationalist orientation and the realist orientation.[37] The former emphasizes man's rational nature and asserts that the sole function of education is to develop man's reason. It holds that there are certain universal truths and that it is the function of education to deal with them. The realist orientation holds that knowledge is not an end in itself but is a means of achieving a more abundant life. Education is seen as a means of helping to develop the human potential at whatever level that potential may be.

Blocker et al. note a similar dichotomy which they refer to as conservative-liberal approaches to education.[38] The conservative approach emphasizes gradual growth and adherence to long established patterns of education. Tradition is cherished and is not to be discarded since the past provides the best model. A high level of scholarship in all programs is the ideal which is emphasized. By comparison, the liberal approach does not depend on traditional academe to define the standards and objectives of education. The liberal faculty member feels challenged by the average and below average student. He is willing to innovate and to explore new ideas that challenge "a much wider group of students than the four-year college ever attempted to educate."[39]

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[37] James W. Thorton, The Community Junior College, 2d ed. (New York: John Wiley & Sons, 1966).

[38] Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Op. cit.

[39] Ibid., p. 135.

Other commentators see the basic division among community college faculty as residing in their basic orientation to students and their subject matter.[40] Some faculty are seen as basically student oriented while others are basically subject oriented. Still other observers see the distinction among community college faculty in whether or not they are "academic" or "establishment" faculty, i.e., whether their orientation is cosmopolitan or whether it is directed toward the local establishment, namely the community college.[41]

The emphasis of these writers differs but a careful reading of their opinions indicates that they are all, to a greater or lesser degree, describing dimensions of what Kerlinger describes as traditional-progressive orientations toward education. Traditionalism emphasizes subject matter, impersonal relationships between students and teachers based upon their relative social status, external discipline and a conservative set of beliefs based on the status quo. Progressivism emphasizes a student orientation, equality and warmth in personal relationships, internal discipline and a liberal set of social beliefs that emphasize change and adaptability. Thus, a review of the above mentioned writers clearly indicates that the desired orientation for community college faculty is what Kerlinger calls the "progressive" orientation.

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[40] Earl Koile and Diane Wolf Tatem, "The Student Oriented Teacher," Junior College Journal 36, no. 5 (1966); N. L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," Sociology of Education 40 (1967), pp. 231-245.

[41] N. L. Friedman, "Comprehensiveness and Higher Education: A Sociologist View of Public Junior College Trends," AAUP Bulletin 52 (1966), pp. 417-423.

Leaders in the field of the community college emphasize the need for this kind of "progressive" faculty.[42] They point to the fact that the community college is designed to serve the needs of a wide variety of students with different backgrounds, interests and abilities. To meet the needs of such a divers student body the community college needs faculty who are adaptable, innovative and oriented to the needs of both students and community. Many authorities maintain that unless this progressive type of faculty can be found the community college cannot hope to achieve its ideals. O'Banion, for example, states:

> The superior "humanistic" educator values human beings. He believes that all human beings can learn; he is deeply committed to the facilitation of human development -- on a variety of levels, in a variety of ways. His style is to challenge, encourage, support, stimulate and encounter. He is knowledgeable, creative, imaginative and innovative. He is essential if the community college is to come to fruition as the 'people's college'.[43]

What is less certain, however, is whether present community college faculty reflect the ideal progressive educator. A growing number of authorities are coming to question the values and attitudes of present faculty and are suggesting that many of these faculty are falling short of desired expectations.

E. The Reference Group of Community College Faculty. As we have indicated above, one prevalent view of the community college holds that

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[42] See, for example: Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Op. cit.; James W. Thornton, The Community Junior College; Arthur M. Cohen, Dateline '79; Leland L. Medsker and Dale Tillery, Op. cit.; Terry O'Banion, Teachers for Tomorrow.

[43] Terry O'Banion, Teachers for Tomorrow, p. 87.

the faculty who serve this institution share common values and attitudes which are consistent with the philosophy and mission of the institution. Contrary to this view there is growing evidence that community college faculty may not only lack an understanding of the mission and goals of this institution but may hold values and attitudes that are both inconsistent with and inimicable to the community college's objective. The picture which is beginning to emerge from empirical evidence is that of a faculty with widely varying educational attitudes and values. Comment upon this variation has been frequent but scientific explanations have been rare. One of the latter is Medsker's suggestion that:

> The attitudes of junior college teachers may reflect the educational values and attitudes of teachers in four-year colleges or universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain a close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and proceedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching. A junior college teacher may have many reference points; he may see himself through many different projections, each of which may influence his thinking about the junior college.[44]

This notion that the reference group(s) of individuals influences their thinking about the community college finds empirical support in the work of Hamill[45] and of Morrison.[46] Hamill, for example, found that

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[44] Leland L. Medsker, The Junior College: Progress and Prospect, pp. 173-174.

[45] R. E. Hamill, "The Effects of Teachers in Four-Year Colleges and Universities as Reference Groups for Teachers in Community Colleges" (unpublished Doctoral dissertation: University of Oregon, 1967).

[46] James L. Morrison, "Socialization Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Community College Concept," Review of Educational Research 42 (1973), pp. 573-588.

community college faculty with greater academic training were most dissatisfied with their institutions. Morrison, in a study conducted in Florida, concluded that faculty attitudes toward the community college as well as their role orientations "fit their perceived expectations of encumbents occupying positions in which they, the faculty, desire membership."[47] Implicit in this finding is the assertion that faculty attitudes toward issues of concern to the community college are associated with reference groups with which faculty identify. It would thus appear that Medsker's suggestion has considerable merit: if we would understand the attitudes and values of faculty members as they concern the community college, we would do well to familiarize ourselves with their reference groups.

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[47] Ibid., p. 587.

Summary

The emergence of the community college has brought to American higher education an institution with unique functions, airms and ideals. It has also brought with it special problems. The most important of these is that of finding faculty whose personal values and attitudes are consistent with the ideals of the institution since it is recognized that faculty are the crucial variable in the achievement of the community colleges objectives. For a while it was implicitly assumed that community college faculty were in agreement with institution's values and ideals. Recently, growing concern has been expressed in regards to this assumption. More specifically, the community college leadership has evinced concern over several issues related to the institution's faculty. These are: (1) the matter of faculty's acceptance of the community college philosophy, (2) the teaching orientation of faculty members, (3) teaching effectiveness, (4) the general educational orientation of faculty, and (5) the professional reference group identity of faculty. The purpose of this study is to explore these issues through an empirical examination of the attitudes of faculty and students at five community colleges in Pennsylvania.

CHAPTER 2

THE NATURE OF THE STUDY

Introduction

During the past decade there have been several attempts to describe community college faculty in terms of demographic data and attitudes felt to be consistent with the college's ideal.[1] Although it is important to have descriptive studies of community college faculty and their attitudes it is even more important to relate findings to some conceptual framework. We believe that much research in education, and particularly research in the community college, suffers from the absence of any kind of theoretical basis. The mere collection of facts about an institution or a problem is but the first step toward understanding it. Unless such facts are related to other facts within a theoretical framework they are of little value to empirical research. Thus in the description of the research which follows we shall outline the theoretical framework we have used to examine the variables being investigated and then describe the research population and data collection.

Theoretical Considerations

The research problem explored in this study is the variation of community college faculty attitudes (1) toward acceptance of the community

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[1] See, for example: Leland Medsker, The Junior College; William P. Liscombe, Jr., "An Analysis of Faculty Attitudes in Relation to the Stated Role of Mississippi Junior Colleges," (unpublished Doctoral Dissertation: Mississippi State University, 1965); Douglas M. Montgomery, "An Analysis of Faculty Acceptance of and Commitment to the Stated Mission of the Florida Community Junior College," (unpublished Doctoral Dissertation, Florida State University, 1962); Norman L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," Sociology of Education 36 (December, 1965), pp. 321-345.

college philosophy, (2) toward teaching role orientations, and (3) toward progressivism and traditionalism in education. In addition, we are interested in exploring the issues of teaching effectiveness among community college faculty and the reference group identity of faculty.

Our theoretical approach to this examination of faculty attitudes and the problem of reference group identity has been guided in large measure by the work of several writers. Morrison, for example, in a study conducted in Florida dealt with the issues of role orientation and acceptance of the community college concept and found that faculty attitudes toward these variables are affected by various indicators of socialization experience.[2] In a study conducted in Pennsylvania, Patterson found that community college faculty attitudes toward education are influenced by previous vocational and educational experiences as well as by certain background characteristics.[3] Medsker has indicated the variation of faculty attitudes toward the community college may be explained by the varying reference groups with which faculty identifies. As we noted previously, Medsker points out that faculty see themselves through many different projections and reference points, each of which may influence their thinking about the community college.[4]

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[2] James L. Morrison, "Socialization Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Community College Concept," Review of Educational Research 42 (1973), pp. 573-588.

[3] Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Toward Educational Issues," (unpublished Doctoral Thesis, The Pennsylvania State University, 1970).

[4] Leland Medsker, The Junior College.

From a sociological perspective, the suggestions by these writers indicates that differences in community college faculty attitudes should be understood in terms of differences in socializational experiences of faculty. If this is so then an analysis of the relationship between faculty attitudes and socializational experience should shed some light on variations in their attitudes toward those issues mentioned above.

We take the view that values and attitudes are the product of social interaction and that they develop through the process of socialization. By socialization we mean the process whereby the individual adopts and internalizes the beliefs, attitudes and values, and the particular way of viewing the world that are shared by those persons with whom the individual interacts. This process applies not only to the formative years of childhood but also to adult life as well. Thus, in both the sphere of vocational endeavor and that of graduate or professional school, socialization is a continuing process. Since community college faculty are most often recruited from either vocational areas or from graduate school it seems reasonable that the study of socialization experiences of faculty should include an examination of these factors as well as those pertaining to more general background characteristics.

The Research Variables

A. Socialization Experience. Socialization experience was designated the independent variable vis-a-vis attitudes of community college faculty. It would undoubtly have been desirable to obtain detailed direct measures of social interaction which make up a person's socialization experience. In that way we might have been able to obtain

precise information about the process of socialization. In reality, however, such detailed direct measures are extremely difficult to come by. Moreover, the concern of the present investigation is with describing rather broadly the contents of experience in which interaction transpires and with making a prior judgment about the consequences of these experiences. Thus, the indicators of socialization experience are not direct measures but are rather proxy variables representing the interactional experiences that constitute the socialization process. It goes without saying that it is quite impossible to tap all the indicators of socialization. We have therefore limited ourselves to a consideration of some of those indicators which seem most relevant to our investigation.

The indicators we have chosen to examine include items pertinent to (1) work experience, (2) formal educational experience, and (3) economic and social factors. The times pertinent to these three principal areas are present in Appendix A, Part II of the Faculty Questionnaire.

B. Faculty Attitudes. We have defined an attitude as a mental or neural state that predisposes a person to respond to some object in a way that he has previously learned through interaction with others and which helps him to relate to that object in a positive or a negative manner. We have designated attitudes as the dependent variable vis-a-vis socialization experience.

The attitudes measured here reflect three principal concerns: (1) Acceptance of the community college philosophy, (2) Teaching role orientation, and (3) Progressivism/Traditionalism in Education. Attitudes toward these concerns were measured by a battery of 50 randomly distributed items comprising 6 point, Likert type questions. These items comprised

three scales representing the respective concerns. We thus have an Acceptance Scale comprising 10 items, a Role Orientation Scale made up of 20 items, and a Progressive/Traditional Educational Scale Comprising another 20 items. Each of these Scales is discussed in further detail in the following chapters. The full battery of items is presented in Appendix A, Part I of the Faculty Questionnaire.

C. Teaching Effectiveness. Teaching effectiveness is viewed here as a dependent variable vis-a-vis faculty role orientation. The operational definition of teaching effectiveness and the theoretical rational linking it to teaching role orientation is described in detail in Chapter 7. The scale measuring teaching effectiveness is also described there.

D. Reference Group Identity. Although reference group identity is viewed here as an indicator of socialization experience, we have singled it out for special attention in view of its alleged importance for faculty attitudes pertinent to the community college. It was measured by one item in our faculty questionnaire which asked the individual to indicate which of several possible alternatives would be his or her first choice as a preferred place to teach. The rationale for this operational definition and its conceptual link to faculty attitudes is discussed in detail in Chapter 6.

The Research Population

The research population of this study consists of the teaching faculties of five of the 14 community colleges in Pennsylvania. In one instance the faculties of two campuses of a multi-campus institution were used. Thus, six different campuses were used to provide the total research

population. The selection of the campuses was determined by the need to provide as much variability as possible in the population. Institutions were selected so as to provide variation in geographic location, size of campus, and rural urban difference. In the process of selection, some institutions were not chosen because of internal strife, striking faculty, extremely small size, and use in our pilot study. All full-time faculty in the six campuses made up the research population (N=627). The student population that was used to provide the evaluations of perceived teaching effectiveness consisted of the students in one of the classes taught by each faculty member in our faculty population. This provided us with a student population of 27,283. Each of the classes used to provide us with this student population was selected at random from the schedule of classes for each institution. Therefore, it can be assumed that the student respondents are representative of the campuses studied.

The faculty in the institutions selected for this study are very much like the faculty in all Pennsylvania community colleges (see Table 1). A review of the figures for sex, rank, and degree level discloses little variation between the statewide totals, the full faculty complement in the five institutions, and the respondents in this study. Males account for some 69.7% of the community college faculty statewide and 71.2% of the faculty in the institutions studied. However, the percentage of male respondents was 66.2%. The variation between the responding faculty and the two bases of comparison is not particularly great.

In regard to the advanced degrees statewide, 78.2% have advanced degrees. In the five institutions studied, 83.6% hold advanced degrees.

Table I

Percentage Comparison of Selected Characteristics of Faculty Respondents With Those of Faculty in All Pennsylvania Community Colleges and in the Five Institutions Studied

Source	Degree			Sex		Academic Rank				
	Doctorate	Masters	Bachelors or Lower	Male	Female	Prof.	Assoc. Prof.	Ass't. Prof.	Inst.	Other
All Pennsylvania[a]	5.5	72.7	21.7	69.7	30.3	5.4	24.3	46.8	23	.5
Five Institutions[a]	6.1	77.5	16.5	71.2	28.8	7.1	26.2	46.7	19.1	.9
Respondents[b]	11.5	71.9	16.2	66.2	33.8	7.9	28.8	33.8	23	6.5

Source	Teaching Area[c]								
	Humanities	Soc. Sci.	Educ.	Math. & Sci.	Nat. Sci.	Eng.	Soc. Service	Other Occ.	Other
All Pennsylvania[a]	23.2	13.6	2.8	12.8	5.9	1.6	10.1	16.8	14.2
Five Institutions[a]	21.4	17.6	3.6	15.1	5.6	1.9	10.7	19.7	4.6
Respondents[b]	20.1	18.3	2.9	15.1	7.2	4.3	7.6	20.1	4.3

[a] Pennsylvania Department of Education, 1974b.

[b] Figures may vary due to the lack of response for this item by some respondents.

[c] In some instances the researcher assigned a respondent to a given teaching area based on an interpretation of the implied purpose of the name indicated for the teaching area.

The percentage of respondents with advanced degrees was 83.4%. As the figures show, the percentage of respondents with advanced degrees is very close to that of the five institutions, which is itself about 5% higher than the statewide figures. In three of the four academic rank categories, the respondents closely approximated the percentages found statewide and in the five institutions. However, assistant professors accounted for only 33.8% of the respondents, whereas in the two bases of comparison this group accounts for roughly 46% of the faculty. This difference is not easily explained because we do not have information as to what motivates various groups of faculty to participate in such ventures as this study. It may be that faculty in this category do not value research of this nature. Likewise, it should be noted that this particular item was not completed by 6.5% of the respondents. This could influence our analysis. For the other three ranks the respondents were much like the statewide numbers and the total complement in the colleges studies. Statewide, 23% are instructors, 24.3% are associate professors, and 5.4% are professors. In the institutions studied, 19.1% are instructors, 26.2% are associate professors, and 7.1% are professors. The respondents included 23% instructors, 28.8% associate professors, and 7.9% full professors. Although there is some variation, it does not appear to be dramatic.

Instrumentation and Data Collection

The principal instruments used in this investigation were: (1) a faculty survey questionnaire, and (2) a student evaluation of faculty questionnaire (See Appendices A and B). The faculty questionnaire was

pretested in a pilot study in the Summer of 1973 before being distributed to the research population in the late Fall of that year. The student evaluation questionnaire had also been thoroughly tested prior to its adoption for this study.

These questionnaires were distributed directly to faculty at each campus and were subsequently collected by co-ordinators at each of the centers. Faculty members were briefed in advance as to the nature of the project and the investigators were present at the campuses to answer any questions from respondents. Data collection went well in all locations except one where difficulty was encountered due to lack of interest on the part of the local co-ordinator. As a result of this difficulty the overall response rate was considerably lower than we had hoped for. This rate was 44.3 percent based on 278 returns out of 627 questionnaires distributed.

Additional problems were encountered in connection with the student evaluation questionnaire. Specifically, difficulties were encountered in collating faculty questionnaire with student evaluation questionnaires. Because some faculty members participated in only one phase of the study, i.e. either faculty survey or student survey, corresponding information was available for only 175 instructors. That is to say, teaching effectiveness evaluations were available for only these 175 individuals. Furthermore, one institution did not report student background information and so these questionnaires further reduced the usable data for certain of our correlational analysis.

The principal methods of data analysis used in the study include factor analysis, biserial, Pearson Product Moment and where feasible,

Spearman correlational methods. Factor analytic methods were used in evaluating attitude scales and in developing individual scale scores of the attitude and effectiveness measures. Reliability of attitude and teaching effectiveness scales was tested through the application of Cronbach's Coefficient alpha. In each case minimum standards of reliability were evident. Partial correlational methods were utilized to assess the influence of third variables on statistical association of factors and multiple regression techniques were applied to ascertain the relative influence of background variables on attitudes and teaching effectiveness.

CHAPTER 3

ACCEPTANCE OF THE COMMUNITY COLLEGE PHILOSOPHY

Introduction

The success or failure of the community college is contingent upon the support of the faculty. It is considered imperative by the community college leadership that faculty accept the philosophy and purpose of the institution since their perceptions and attitudes will inevitably exert a major influence on the institution's course and its educational effectiveness. If conflict exists between the attitudes of the faculty and the philosophy of the community college achievement of the institution's objectives will be seriously underminded. It is therefore important to ascertain the extent to which community college faculty accept the philosophy of their institution and to investigate underlying factors that may affect the acceptance or non-acceptance of this philosophy.

The ideological components of what we are referring to as the community college philosophy are widely reflected in the literature on the community college.[1] The philosophy's principle features include an open-door admissions policy, a comprehensive curricula that includes transfer, general and vocation-technical programs, part-time and con-

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[1]Among the more well known works are: Leland Medsker, The Junior College; Ralph R. Fields, The Community College Movement; Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, The Two-Year College; Burton Clark, The Open College Door; Edmund J. Gleazer, This is the Community College (Boston: Houghton Mifflin, 1968); Arthur M. Cohen, Dateline '79; Leland Medsker and Dale Tillery, Breaking the Access Barrier; Arthur M. Cohen, A Constant Variable; Charles R. Monroe, Profile of the Community College.

tinuing education and community service. Obviously, whether the community college maintains these ideals depends on many things not the least of which are the attitudes of the faculty.

Review of the Literature on Acceptance of the Community College Philosophy

Studies dealing with the systematic study of attitudes of community college faculty are relatively rare in the literature. However, within the past few years growing concern about the faculty in the community college has given rise to increased attention to their values and attitudes. Certainly one of the pioneering studies that dealt with faculty attitudes toward the community college was Medsker's survey of 76 colleges in 15 states.[2] Among his findings was that acceptance of the community college and its philosophy was not as pronounced as might have been expected. Faculty most likely to accept the community college philosophy were those teaching applied subjects, those who planned to pursue careers in the two-year college and those who were already teaching in a public junior college.

In a Florida survey, Montgomery assessed faculty acceptance of the community college philosophy and identified a high accepting group and a low accepting one:

Characteristics of the High Accepting Group

1. Young and little experience in the community college.
2. Had teaching methods courses, public school teaching experience and in-service training for junior college teaching.
3. Comes from a modest background, lived in Florida and received at least one degree from a Florida college.

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[2]Leland Medsker, The Junior College.

4. Majored in educational administration, industrial or vocational arts, the fine arts, guidance or speech.

5. Likes his present position in the junior college and wants to work with students.

6. Is not concerned with titles and the public image of the junior college is not distracting to him.

7. Believes in the purpose of the community college and supports the counseling function.

Characteristics of the Low Accepting Group

1. Older and more years of experience in the junior college.

2. Less apt to have taught in a public school, or to have taken teaching methods courses.

3. May come from a less modest family.

4. Majored in the physical or social sciences, mathematics, engineering or foreign languages.

5. Concerned with low prestige and the nature of the student.

6. Apt to be satisfied with the college but less enthusiastically than others.

7. Skeptical of trained guidance personnel and participated little in extracurricular activities.

8. Believes the primary emphasis should be placed on the transfer function.[3]

A comparative analysis of several studies dealing with the acceptance of the community college philosophy shows a high level of consistency

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[3] David A. Montgomery, "An Analysis of Faculty Acceptance and Commitment to the Stated Mission of the Florida Community Junior College" (unpublished Doctoral dissertation, Florida State University, 1962).

among those variables associated with acceptance and non-acceptance.[4] The results of this analysis are summarized in Table 2.

Morrison in his investigation of the attitudes of faculty in Florida community colleges found that there was considerable variation in faculties' acceptance of the community college philosophy. More specifically, he found that acceptance was related to having taken education courses in graduate school and having taken formal and informal (in-service) courses in the junior college.[5]

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[4]These studies include: Leland L. Medsker, The Junior College; David A. Montgomery, "An Analysis of Faculty Acceptance and Commitment," William P. Liscomb, "An Analysis of Faculty Attitudes in Relation to the Stated Role of the Mississippi Public Junior Colleges" (unpublished Doctoral dissertation, University of Southern Mississippi, 1965); James Sumner Fitzgerald, Jr., "Faculty Views of the California Public Junior College" (unpublished Doctoral dissertation, University of Southern California, 1965); Edwin L. Kurth and Eric R. Mills, Analysis of Degree of Faculty Satisfactions in Florida Community Junior Colleges, U.S. Office of Education, Bureau of Research, Final Report, Project No. 8-D-047 (Washington, D.C.: Office of Education, 1968). Further analysis of these studies can be found in James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept" (unpublished Doctoral dissertation, Florida State University, 1969).

[5]James L. Morrison, "Socialization Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Community Junior College Concept," Review of Educational Research 42 (1973), pp. 573-588.

Table 2

Summary of Research Findings of the Relation of Selected Independent Variables to Faculty Acceptance of the Community Junior College Concept

Independent Variable	Researchers: Montgomery	Lipscomb	Fitzgerald	Medsker	Kurth & Mills	Morrison
Teaching Area:						
Vocational-Technical	+	+	+	*	*	+
Social Science	-	+	-	*	*	o
Humanities	+	+	-	*	*	-
Sciences	-	-	-	*	*	-
Junior College Education Courses	+	+	*	*	*	+
Public School Teaching Experiences	+	-	o	+	+	o
Age	-	-	*	*	-	*
Junior College Teaching Experiences	*	*	o	*	*	o
Socio-Economic Background	-	*	*	*	*	-
Previous Enrollment in a Junior College as Student	*	*	o	*	*	*

Key: + = Positive relationship between the indicated variable and acceptance.
- = Negative relationship between the indicated variable and acceptance.
o = No statistically significant relationship between indicated variable and acceptance.
* = The indicated relationship was not investigated.

Source: This table is adapted from James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community College Concept by Public Junior College Faculty," (unpublished Doctoral dissertation, Florida State University, 1969).

In their discussion of variations in faculty attitudes, Kelly and Connolly contend that:

> Faculty from various sources can be typed according to their attitudes and their demonstrated commitment to the community college . . . a generalization can be made now: attitudes toward and commitment to the junior college as a place to work are tempered by previous occupational experience.[6]

Similarly, Friedman suggests that acceptance of the community college and its philosophy vary according to previous vocational-educational experience.[7] Among faculty who had come directly from graduate school to the community college there was little commitment to the community college or to teaching. They regarded the community college as a stepping stone to a position in a four-year college or to further graduate work. To those who had taught previously in four-year institutions the community college symbolized personal failure.

In a study conducted in California, Park examined the value priorities of community college faculty.[8] He reports that:

> According to the data collected, the subjects appeared to be "self-centered" in their value orientations and seemed to view the institution as an "obstacle" to the achievement of their desired ends . . . . The subjects separated

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[6] M. F. Kelly and J. Connolly, Orientation for Faculty in Junior College Reading Programs, ERIC Clearing House for Junior Colleges, Topical Paper no. 18 (Los Angeles: University of California, 1971), p. 1.

[7] N. L. Friedman, "Comprehensiveness and Higher Education: A Sociologist's View of Public Junior College Trends," AAUP Bulletin 52 (1966), pp. 417-423.

[8] Y. Park, "The Junior College Staff: Values and Institutional Perceptions: (unpublished Doctoral dissertation, University of California at Los Angeles, 1970); Y. Park, Junior College Faculty: Their Values and Perceptions, ERIC Clearing House for Junior Colleges, Monograph 12 (Washington, D.C.: American Association for Junior Colleges, 1971).

> themselves from their work and the institution . . . They do not seem to feel "secure" in their understanding of the institution and may admit to not fully accepting the "junior college philosophy."[9]

In a study conducted in Pennsylvania, Leslie found that two-year college faculty were ambivilent in their support of the community college philosophy.[10] He factor analyzed the community college philosophy into its component parts which were: standards, goals and faculty role. He then examined variances in acceptance of the philosophy according to differences in background characteristics of faculty. He found that young faculty (those 30 and younger) were significantly less concerned about standards than older age groups. He also found that teaching in a community college, not holding a Ph.D. and identifying with a vocational-technical reference group all contributed to a positive attitude toward the community college's goals.

Most of the studies reviewed here seem to agree quite consistently on one thing: That community college faculty very considerably in their acceptance of the community college philosophy. Also suggested in most of this research is that much of the variation in faculty attitudes may be associated with previous vocational and educational experience. The more specific details of this association have thus far been only partially explored.

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[9] Y. Park, "The Junior College Staff," pp. 16-17.

[10] Larry L. Leslie, "Acceptance of the Community College Philosophy Among Faculty of two-year institutions," Educational Administrative Quarterly 9 (1973), pp. 50-62.

The Concept of Acceptance as Used in This Study

The community college philosophy is here defined as incorporating the three principle features described above, i.e. the open-door admissions policy, the comprehensive curriculum and the community-centered orientation. The basic features of this philosophy have been articulated by Morrison in a 10-item Likert-type Scale which we have designated the "Acceptance Scale." The dimension of this acceptance concept with which we are concerned in this study is the degree of acceptance by faculty of the community college philosophy. The indicators of this acceptance scale are presented in Table 3. They are considered to be representative of various aspects of acceptance of the institution's philosophy. For example, item 2 which states "The scholastic entrance requirements of community colleges are too low" is considered to be an indicator of the open door policy. An item such as "Cosmetology, welding, nurses aiding, etc. have a significant place in the curricular offerings of the community college" reflects the comprehensive curriculum principle. Such indicators as the one stating "In determining college course offerings, the community college should be responsive to the specific educational needs of the community" are intended to reflect the community-centeredness principle.

Factor analysis was used to determine the interdependency of the items comprising the scale as well as to identify the structure of the scale. The results of a varimax rotated factor analysis indicates that there is one dominant factor in the scale which we have called "acceptance." Factor analysis was also used to develop individual scale scores for each faculty member. Reliability of the acceptance scale was assessed by Crombach's coefficient alpha and was found to be .74.

Table 3

Items Comprising the Acceptance Scale

1. The scholastic entrance requirements of community colleges are too low.
2. Too many faculty members allow sub-marginal students to pass their courses.
3. There tends to be too much stress in the community college on quantity of students and not enough on quality of students.
4. Remedial courses in areas such as mathematics, English, etc. schould play an important role in anabling the community college to meet its responsibilities.
5. Cosmetology, welding, nurses aiding, etc. have a significant place in the curricular offerings of the community college.
6. The community college tends to be too much like a high school.
7. The transfer program should be the most important program in the institution.
8. Personal and career counseling of students by faculty should constitute an important part of the programs of community colleges.
9. Our administrative staff is overly concerned with student retention rate.
10. In determining college course offerings, the community college should be responsive to the specific educational needs of the community.

Data Analysis

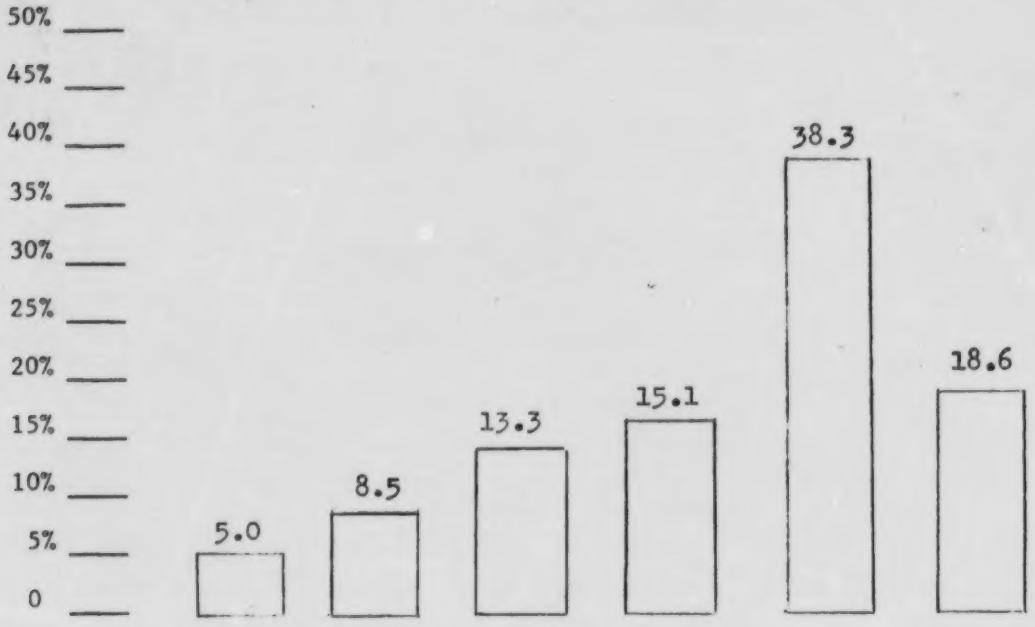
Analysis of data generated by the acceptance scale reveals that faculty are quite positive in their acceptance of the community college philosophy. (See Table 4.) Each of the measure of central tendency was found to be well above the mid-point of the response set. The mean was 4.26, the mode was 5.0, and the median was 4.53. Only about 23 per cent of faculty may be judged as holding negative attitudes toward the community college philosophy. The remainder, approximately 77 per cent, hold attitudes which range from mild to enthusiastic approval of the institution's philosophy. These results suggest that community college faculty are less ambivalent toward the institution's philosophy than some previous research has indicated. On the basis of our findings it would appear that faculty surveyed in this investigation are overwhelmingly in support of the community college philosophy.

In spite of the predominantly favorable attitudes shown by faculty it is obvious that there is still considerable variation in faculty attitudes. Since our concern in this study is not only to assess faculty attitudes but also to determine what effect socialization experience has on these attitudes, we shall now turn our attention to this concern.

As outlined in Chapter 2, we have broken down the indicators of socialization experience into three major groupings: (1) Occupational Experience, (2) Formal Educational Experience, and (3) Socio-economic Characteristics. Among items included in the first group we find that teaching experience in a primary school, in a community college other than the institution of present employment, and teaching experience in a

Table 4

Frequency Distribution of Responses to Acceptance of the Community College Philosophy



four-year college are all significantly related to acceptance of the community college philosophy. (See Table 5.) In the case of teaching experience in a primary school the relationship was a positive one which suggests that those who have taught in primary schools are likely to evince positive attitudes toward the community college philosophy. By comparison, a surprising finding was noted among faculty who had taught in some other community college prior to their present institution. These faculty members were notable for their lack of acceptance of the community college philosophy. Ideally, one might have expected faculty with teaching experience in the community college to express favorable attitudes toward acceptance of the institution's philosophy. Obviously this does not appear to be the case among faculty who transfer from other community colleges. In the case of faculty who had previously taught in four-year colleges, our findings were not unexpected. These faculty members tend generally not to be accepting of the community college philosophy. Having come from a very different institutional climate than that of the community college it is not surprising to find that these faculty members are not particularly sympathetic to the community college's philosophy.

A second indicator of teaching experience utilized in this study is teaching area. Of the nine teaching areas specified in our questionnaire, only one - education - was found to be significantly related to acceptance of the community college philosophy. No significant variation was found among the other eight teaching areas. This finding appears to suggest that those faculty whose teaching area is education are much more likely than other faculty to be sensitive to

Table 5

Pearson Product Moment Correlations of Indicators of Occupational Experience with Acceptance of the Community College Philosophy

Indicator of Occupational Experience	Acceptance
1. Years Teaching in:	
(a) Primary School	.14*
(b) Secondary School	.08
(c) Technical-Vocational School	.00
(d) Some other Community College	-.10*
(e) This Community College	.00
(f) A Four-Year College	-.15
(g) A University	-.02
2. Teaching Area	
(a) Humanities and Fine Arts	-.04
(b) Behavioral and Social Sciences	-.02
(c) Education	.15*
(d) Mathematics and Physical Sciences	-.01
(e) Natural Sciences	.05
(f) Engineering Technology	.01
(g) Social Service	-.00
(h) Nursing & Business	-.05
(i) Other Occupational	.01
3. Academic Rank	.03
4. Membership in Professional Organizations	-.09
5. Membership in Professional Educational Organizations	-.12*

*Significant at the .05 level

Table 6

Pearson Product Moment Correlations of Indicators of Formal Educational Experience with Acceptance of the Community College Philosophy

Indicator of Educational Experience	Acceptance
1. Degree Level	-.02
2. Education Courses taken at the Undergraduate level	.04
3. Education Courses taken at the Graduate level	.12*
4. Community College Courses taken at a four-year College or University	.11*
5. Community College Courses taken as part of an Inservice Training Program	.01

*Significant at the .05 level

organizations - would be among those most in tune with community college and its community centered orientation. Again we were wrong. With respect to age, we postulated that young faculty members who are most often characterized by youthful idealism and progressive attitudes toward change and education would be most sympathetic to the ideals inherent in the community college's philosophy. Apparently this is not the case. A faculty member's age appears to bear no relationship to acceptance or non-acceptance of the community college philosophy.

Of all background variables the one which stands out from all of the others in terms of strength of relationship with acceptance of the community college philosophy is reference group identity. (See Table 7.) Here we find that those faculty who chose the community college as their occupational reference group are significantly more likely to accept the community college philosophy than are those who chose the four-year college or university as their reference group. The effect of this relationship on faculty attitudes will be discussed more completely in a later chapter. Suffice it for now to note that faculty who identify with the four-year college or university are not likely to be sympathetic to the community college's philosophy.

Summary

Our findings suggest that faculty attitudes toward the community college philosophy are less ambivalent than has been suggested to some writers. If the attitudes we have found are indicative of those community college faculty generally we would have to conclude that the institution is in good shape; the attitudes of those entrusted with implimenting the community college's mission are overwhelmingly consistent with its philo-

Table 7

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Socialization Experience for Acceptance of the Community College Philosophy

Indicator	Multiple R	R^2	Beta
1. Reference Group	.323	.104	-.325
2. Teaching Experience in a Four-Year College	.347	.120	-.152
3. Teaching Experience in a Primary School	.366	.134	+.099
4. Membership in Professional Organizations	.380	.144	-.117
5. Having Taken Courses Pertaining to the Community College at a Four-Year College or University	.389	.152	-.076

R^2 for 20 indicators of Socialization Experience = .189

Multiple R for 20 indicators of Socialization Experience = .436

sophy. Be this as it may, variations in faculty attitudes toward acceptance of the community college philosophy still prevail. At least part of the explanation for this variance appears to lie in previous socialization experience, including previous occupational experience and formal educational experience. Another important factor affecting acceptance of the community college philosophy is the occupational reference group with which individuals identify. However, our analysis indicates that we have explained only a small portion of the total observed variance in faculty attitudes. This would seem to suggest that the research instrument used here to assess socialization factors pertinent to acceptance needs strengthening and refining. It may, of course, also be the case that many more factors other than those investigated here are crucial to the formation of faculty attitudes. Nevertheless, on the basis of evidence gained here, certain factors do seem to emerge as good predictors of faculty acceptance of the community college philosophy. Those with the greatest predictive strength are presented in Table 7. These are (1) Occupational reference group identity; (2) Teaching experience in a four-year college; (3) Teaching experience in a primary school; (4) Membership in professional organizations, and (5) Having taken courses pertaining to the community college.

CHAPTER 4

PROGRESSIVISM AND TRADITIONALISM AMONG COMMUNITY COLLEGE FACULTY

Introduction

For many decades observers have asserted that there is a basic division in thinking which characterizes faculty on every level of education. C. P. Snow contended, on the basis of his observations, that there were two sharply divided academic camps: the literary and the scientific. He suggested that these two groups were so different in intellectual, moral and psychological terms that they constituted two distinct cultures.[1] Dewey believed that the distinction among faculty evolved around differences in orientations toward teaching. He suggested that teachers reflected the one or the other of two traditions: the authoritarian or the democratic tradition.[2] Some writers see the distinction as one between conservatism and liberalism.[3] Other writers have suggested that the distinction is best described in terms of a traditional orientation toward education versus a progressive orientation.[4] On the basis of the literature in the field, there appears

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[1] C. P. Snow, The Two Cultures and The Scientific Revolution (Cambridge, England: Cambridge University Press, 1959).

[2] John Dewey, Democracy and Education (New York: Macmillan., 1916).

[3] M. Curti, The Social Ideas of American Educators (New York: Scribners, 1935); H. K. Beale, Are American Educators Free? (New York: Scribners, 1936).

[4] W. B. Brookover and David Gottlieb, A Sociology of Education (New York: American Book Co., 1964), and Fred N. Kerlinger, "The Attitude Structure of the Individual: A Q Study of Educational Attitudes of Professors and Laymen," Genetic Psychology Monographs 53 (1956), pp. 287-329.

to be general agreement that some basic and significant distinction separates faculty about education. What has been lacking in the literature, however, is empirical analysis of the nature of the differences in faculty orientations.

A Review of the Literature on Progressivism and Traditionalism in Education

The studies which have empirically examined distinctions in faculty attitudes have tended to focus on limited aspects of the traditional-progressive split. Spaulding and Turner, for example, studied conservative-liberal political orientations of college faculty and found that differences in orientations were related to the academic discipline of the individual.[5] They found that faculty in the social sciences and humanities tended to be liberal and democratic while those in the natural sciences and in the professional disciplines tended to be Republican and conservative.

Gaff and Wilson studied faculty members in six diverse colleges and universities and concluded that there were definite and distinct faculty cultures.[6] They assessed faculty attitudes toward a variety of topics: "controversial" issues on campus, teaching practices, political orientations and personal activities. They found that faculty in the social sciences and humanities were more tolerant of faculty involvement in controversial issues than were other faculty. Faculty in physical education

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[5] Charles B. Spaulding and Henry A. Turner, "Political Orientation and Field of Specialization Among College Professors," Sociology of Education XLVIII (1968), pp. 247-262.

[6] Jerry C. Gaff and Robert C. Wilson, "Faculty Cultures and Interdisciplinary Studies," The Journal of Higher Education XLII (1971), pp. 186-201.

and business were least tolerant of student behavior while faculty in English and in the behavioral sciences were most permissive. Faculty in physical education and in foreign languages were, in comparison with other faculty, very skeptical in their attitudes toward students and felt that teachers need to use a highly disciplined approach. With respect to political orientations, social science faculty were found to be most liberal while faculty in the professional disciplines were the most conservative. In terms of their personal activities and interests, it was found that faculty in the humanities derived greatest personal satisfaction from activities in the artistic world, i.e., art, literature and music; faculty in the natural and social sciences derived greatest intrinsic pleasure from teaching and research, while faculty in professional fields derived intrinsic satisfaction from teaching and family activities. Gaff and Wilson conclude that these distinctions make for different faculty cultures which in turn produce potent cross-pressures and conflicts in higher education.

Undoubtedly, the work of Kerlinger and his associates goes furthest in elaborating the dimensions of traditionalism-progressivism.[7] Using a Q-sort method of analysis, Kerlinger surveyed a group of faculty members from different disciplines as well as a group of lay subjects. He then factor analyzed their responses to a large number of items dealing with various educational issues and concluded that there were indeed two distinct and unrelated attitudinal dimensions. Within these two domains he found parallel sets of underlying factors which he identified as

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[7] Fred N. Kerlinger, "The Attitude Structure of the Individual," pp. 287-329.

follows: (1) the student-subject factor, (2) the interpersonal-relational factor, (3) the normative or social belief factor, and (4) the disciplinary factor. These two domains are referred to as attitudinal structures and are specifically identified as "traditionalism" and "progressivism" toward education. On the basis of his findings, Kerlinger concluded that differences in attitude structure are associated with differences in occupational or professional roles, that attitudes toward education clearly fall into two broad classes and that some differences in attitudes are related to the faculty member's academic discipline. Unfortunately, Kerlinger limits his analysis on this last point to differences between faculty in education and those in liberal arts. In this instance he found that on some factors (student-subject matter, normative and disciplinary) faculty in education were more progressive than faculty in the liberal arts.

Studies dealing with traditionalsim-progressivism among community college faculty are usually based upon impressionistic observations. In the few instances which utilize an empirical approach, the observations tend to be limited to some specific aspect of traditionalism or progressivism. For example, one aspect of progressivism that is discussed by Friedman is the student-subject orientation of community college faculty.[8] He classified faculty in terms of their previous occupational affiliation and designated three categories of faculty: high schoolers,

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[8] N. L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," Sociology of Education 40 (Summer 1967), pp. 231-245.

graduate students and professors. The high schoolers, former high school teachers, were distainful of teaching methods and emphasized subject matter; similarly both graduate students and professors were less oriented to the teaching of students than they were to the subject matter of their particular discipline. In fact, most of the faculty in Friedman's study saw their primary function as transmitting specific information about their particular subject.

Another aspect of traditional-progressive attitudes of community college faculty which has drawn the attention of observers is faculty orientations toward students. Oppelt found, for example, that academic and occupational faculty differed in their views of students in different curricula.[9] Occupational faculty were generally more favorable in their attitudes toward all students whereas academic faculty were less favorably disposed toward students in occupational programs. Oppelt also found that the higher the academic degree, the less favorably disposed the faculty member was toward the occupational student. With respect to the marginal student, studies by Garrison[10] and by Cohen and Brawer[11] indicate that academic faculty evidence a definite dislike for having to work with this kind of student.

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[9] M. L. Oppelt, "Attitudes of Community College Instructors Toward Student Groups as a Function of Certain Teacher Characteristics" (unpublished Doctoral dissertation, University of Washington, 1967).

[10] R. H. Garrison, Junior College Faculty: Issues and Problems (Washington, D.C.: American Association of Junior Colleges, 1967.

[11] A. M. Cohen and F. B. Brawer, The Dynamic Interaction of Student and Teacher, ERIC Clearing House for Junior Colleges, Topical Paper no. 17 (Los Angeles: University of California, 1971).

Using the term traditional in much the same vein that we are using it, Medsker asserts that many community college faculty are notably traditional in their attitudes toward educational issues in the community college.[12] He notes, for example, that many faculty members questions the legitimacy of non-academic programs, liberal admissions policies and the student-centeredness of the community college. He asserts that teachers in academic subject areas are inclined to reflect traditional attitudes toward educational issues in the community college. He also notes that faculty who express more traditional viewpoints on educational issues are significantly more likely to express a preference to teach in a four-year college than are faculty with more liberal orientations.

To our knowledge, only one study has attempted to evaluate all the previously mentioned aspects of traditionalism-progressivism toward education by community college faculty. This is an investigation conducted by Patterson in Pennsylvania.[13] He found that variations in faculty attitudes were associated with previous vocational and educational experiences as well as with certain background characteristics of respondents. Specifically, he found that progressive attitudes toward education were associated with the following characteristics:

(1) Graduate school experience, i.e., faculty who had attended graduate school.

(2) Experience teaching in a four-year college.

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[12] Leland L. Medsker, The Junior College.

[13] Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Towards Educational Issues" (unpublished Doctoral thesis). The Pennsylvania State University, 1970.

(3) Career patterns which involved graduate school experience (that is to say anyone who had ever attended graduate school) in addition to varied occupational experience prior to employment in a community college.

(4) Teaching fields which included the social sciences and the humanities.

(5) Being thirty-five years of age or less.

He also found that traditional attitudes toward education were associated with:

(1) Career experiences (prior to employment in a two-year college) which were predominantly confined to work in business and industry.

(2) Teaching fields that included the natural sciences and vocational programs.

(3) Being older than thirty-five years of age.

On the basis of his findings, Patterson concludes that previous career experience, i.e., occupational experiences and graduate educational experiences prior to employment in a community college, exert a significant but limited influence on attitudes toward education. That is to say, although these experiences are significantly related to attitudes toward education, their statistical power as predictive indicators of educational attitudes is limited. According to Patterson, those indicators which appear to exert the most influence on attitudes toward education are teaching area (subject taught) and age.

The studies cited above suggest a number of points which seem relevant to the present research. The first of these is that there is a basic split in the thinking of faculty toward educational issues and that this split is as notable in the community college as it is in other educational in-

stitutions. Another point, which is not always stated explicitly in the research literature, is that differences in attitudes toward educational issues may be traced to differences in the occupational and vocational experiences of the individual. This suggests to us that attitude structure might best be understood in terms of a theory of socialization that would explain the nature of some of these attitudinal variations. With respect to the studies dealing with community college faculty, it seems to us that only a very few researchers have ever attempted to explain the source of these variations in attitudes. A final point, which is specifically related to the community college, is the suggestion that many community college faculty are not the progressive kinds of educators that writers in the field extol. The evidence to date seems to indicate that there is considerable variation in the attitudes of community college faculty and that much of this variation tends to lean toward a triditional bias on educational issues.

The Relationship Between a Progressive Educational Orientation and the Community College Philosophy

Implicit in the literature on community college faculty is the notion that the community college needs faculty who are progressive in their attitudes toward education, but relatively few researchers have spelled out why the progressive faculty member is essential to the community college and its mission. The fact is that a progressive orientation toward education is a logical concomitant of the community college philosophy. We would not, for example, expect faculty who hold progressive educational attitudes to be rejecting of the community college's philosophy, nor would we expect faculty with traditional educational attitudes to be

particularly sumpathetic towards this philosophy. Few writers have been more articulate about this issue than Blocker. He asserts that no problem stands so much in the way of the attainment of the community college mission than that of obtaining faculty with a progressive orientation. Blocker does not explicitly use the terms progressive and traditional. Rather, he uses the terms liberal and conservative, but even a superficial reading of his discussion reveals that he is talking about the same thing we are.[14]

Blocker's description of the conservative faculty member notes that this kind of person is not interested in the average or the low achieving student but rather the bright, high achiever. He asserts that "they (the conservatives) would limit the function of the junior college to serving the academic student."[15] This is exactly the antithesis of what the community college is striving to achieve. The community college is dedicated to serving all kinds of students, in all kinds of programs. Community college students come to this institution with underdeveloped academic skills and with non-academic styles of motivation. Many of them need encouragement and a great deal of personal development before they can function effectively in conventional academic settings. Thus, the traditionally oriented teacher who values only the academically outstanding, highly motivated student is clearly out of place and out of date in the community college. The liberal faculty member, by comparison, "is challenged by the median or below-median student and whose thinking

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[14]Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., The Two-year College.

[15]Ibid., p. 135.

is not restructed to a curriculum handed down by a four-year college."[16] In addition, the liberal faculty member is willing to change, to innovate and to experiment with new approaches to reach the greatest number of students. The conservative faculty member resists change. He wishes to grow only gradually, if at all. Conservative faculty members feel that tradition must not be discarded. According to Blocker, "they feel that the past provides a good model and they would rather not change it."[17] Such an orientation is clearly out of tune with the community college which emphasizes innovation and flexibility in teaching.

In the area of community service, Blocker offers further comparison between the two types of faculty. He asserts that

> . . . liberal faculty members . . . are not afraid of introducing occupational training designed to meet the area's needs. . . . They are able to think in terms of cooperation with the community in programs of adult education. They recognize the need for higher development of diagnostic skills in analyzing the student's abilities before his admission to various programs. And, finally, they are able to adapt to the student and to community needs.[18]

By comparison, conservative faculty members are less attuned to the community and are more concerned with academic scholarship. They look with suspicion on many of the programs offered by the community college and feel that adult education does not belong in the two-year college.

In Blocker's view then, the conservative faculty member is a traditionalist on educational issues. The conservative faculty member's

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[16] Ibid.

[17] Ibid.

[18] Ibid.

perspective is in opposition to the community college's philosophy, to its open-door policy, to its varied curriculum, and to its emphasis on community service. On the other hand, the liberal faculty member best epitomizes commitment to these ideals.

O'Banion in his discussion of the 'good' faculty member describes other features that are associated with what we are here calling the progressively oriented faculty member. He maintains that the good teacher is a scholar of his subject matter, "but a scholar whose main goal is the effective communication of his material to students - not communication to professional colleagues only."[19] These teachers are 'people oriented' and not merely 'content oriented.' The good instructor in O'Banion's view is the person who goes beyond his subject matter and sees it as a tool in developing the whole student - the student whose life and concerns extend beyond the limits of the classroom. This kind of faculty member is interested in the student as a person, not merely the student as a learner of some particular subject.

One final characteristic which we believe differentiates the progressive faculty member from the traditionalist concerns the matter of discipline. Typically, the traditionalist tends to be an authoritarian. He is something of a tyrant who is rather distrustful of students and who believes that a highly structured relationship and a formal system of discipline is the only way to exercise effective control over people. The traditional emphasizes 'control'. The progressive faculty member is

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[19] Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community Junior College, p. 62.

a 'liberator,' a person who can draw out the strengths within students and assist them to develop individual and internal modes of discipline needed to help them attain their full potential.

Many community college leaders have stated the need for progressively oriented faculty to meet the special needs of the institution. Only a few have clearly explained why the community college needs this kind of faculty. More importantly, very few community college leaders have specified what they mean by a progressive faculty member. It seems to us that Blocker has come closest to describing this kind of teacher in his discussion of the liberal as opposed to the conservative faculty member. In our opinion, he also goes further in explaining how the progressive type of instructor best compliments the community college philosophy. The work of other writers has added to Blocker's notions on this subject. In the present study our aim is to investigate the assertions made by Blocker and others and to empirically examine the hypothesis that faculty members who hold a progressive orientation toward education are most likely to accept the community college philosophy.

The Operational Definition of Progressivism/Traditionalism in Education

Attitudes toward education were measured by an adaptation of Kerlinger's Educational Scale VII (Kerlinger, 1956). His scale is a 30-item, 7 category Likert-type scale with two domains, a progressive domain comprising 15 items, and a traditional domain comprising 15 items. The scale was intended to represent "pure" measures of traditionalism and progressivism toward education. Our adaptation of this scale comprises a 20 item, 6 category Likert-type scale with 11 items representing traditionalism and

9 representing progressivism toward education (see Tables 3 and 4).* Traditionalism embodies such beliefs such as (1) the subject matter content of courses--facts, information, specific skills, etc.--has primary importance in education; (2) the proper relationship between the teacher and student is one where an appropriate social distance is maintained i.e., where heteronomy and dependency are stressed; (3) conservative social policies and values in education are generally the best, i.e., the emphasis should be on the status quo or on very gradual change; and (4) the principal effective means of social control over students in external discipline exercised by the teacher or some other authority figure. Progressivism embodies such beliefs as (1) the student--including his social and emotional development and his uniqueness--has primary importance in education; (2) the most effective relationship between the teacher and the student is a warm, personal one, and where the autonomy and independence of the student is emphasized; (3) liberal social policies and values in education are generally the best, i.e., the emphasis should be on innovation and development; and (4) the principal effective means of social control over students is through the development of internal discipline within the student himself.

Factor analysis of the items in both the traditional and progressive scales indicates that each matrix has simple structure.
The factor loadings of the items of each of the two scales were used to develop traditional and progressive scale scores for each respondent. Each

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*We acknowledge with appreciation Professor Kerlinger for allowing us to use scale items he developed. We did not use those items in his scale that were clearly concerned with public school issues, and we modified others to correspond more appropriately with the community college.

Table 8

Items Comprising the Traditional Scale

1. Learning is essentially a process of increasing one's store of knowledge about various fields of knowledge.
2. The true view of education is arranging education so that the student gradually builds up a storehouse of knowledge that he can use in the future.
3. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.
4. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the curriculum.
5. Instructors should bear in mind that students have to be made to work.
6. The curriculum of the community college consists of subject matter to be learned and skills to be acquired.
7. Each subject taught at the community college should be aimed at developing some particular part of the student's make-up: physical, moral, intellectual, social and spiritual.
8. What is needed in modern schools is a revival of the authority of the teacher.
9. The curriculum of the community college should contain an orderly arrangement of subjects that represent the best of our culture.
10. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.
11. Schools should teach students dependence on higher moral values.

Table 9

Items Comprising the Progressive Scale

1. The healthy interaction of students with one another is just as important as the learning of subject matter.
2. It is more important that a student learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.
3. Education and educational institutions should be sources of new social ideas.
4. The learning of proper attitudes is often more important than the learning of subject matter.
5. Learning experiences organized around life experiences rather than around subject matter is desirable.
6. Learning is experimental. The student should be taught to test alternatives before accepting any of them.
7. The community college should take an active part in stimulating social change.
8. Instructors should encourage students to study and criticize their own and other economic and social systems.
9. Students should be encouraged to examine all problems including religious, economic and social ones in a critical and objective fashion.

of these scales was subsequently tested for reliability with Cronback's (1951) coefficient alpha, which was found to be .74 and .70 respectively for the traditional scale and for the progressive scale.

Data Analysis

A. Progressive Educational Attitudes

Analysis of data produced by our progressive educational scale reveals that the respondents are generally quite positive with respect to this attitudinal dimension. The mean of response was 4.03, the mode was 5.00 and the median was 4.56. All these measures of central tendency were well above the midpoint of 3.50. These results would appear to indicate that the faculty surveyed here are overwhelmingly progressive in their attitudes toward education. However, since it is theoretically possible for faculty to be progressive on some aspects of education and traditional on others, we hesitate to characterize the faculty as wholeheartedly progressive until we look at their responses to the traditional educational scale. Before turning to that scale we shall first examine what effect background variables have on progressive attitudes toward education.

The first group of background indicators comprises items dealing with occupational experiences. An examination of items reflecting previous teaching experience suggests that such experience is generally negatively associated with progressive attitudes toward education. Specifically, the longer one has taught in most educational settings, the less likely one is to hold progressive attitudes toward education. In three instances--technical-vocational schools, community colleges other than the one of

Table 10

Frequency Distribution of Responses to Progressivism Toward Education

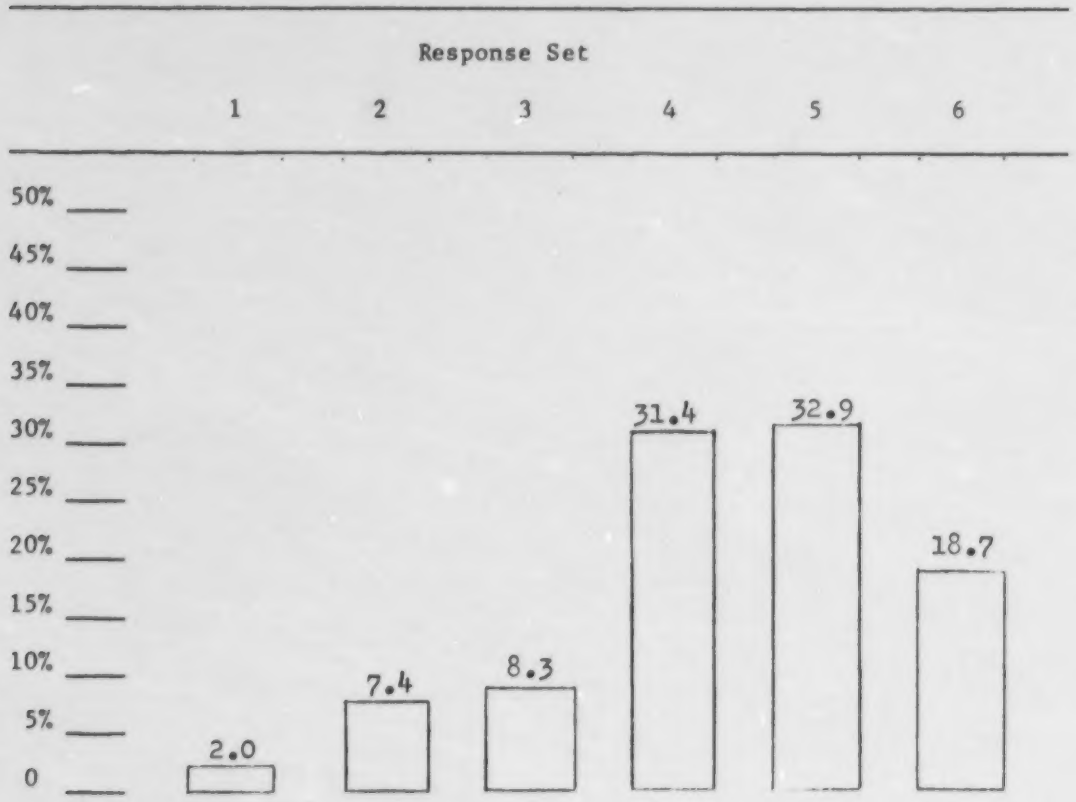

Table 11

Pearson Product Moment Correlations of Indicators of Occupational Experience with Attitudinal Orientations Toward Education

Indicator of Occupational Experience	Progressivism	Traditionalism
1. Years Teaching in:		
(a) Primary School	.07	.04
(b) Secondary School	-.09	.09
(c) Technical-Vocational School	-.11*	.00
(d) Some Other Community College	-.14*	.19**
(e) This Community College	-.08	.10*
(f) A Four-Year College	-.13*	.18**
(g) A University	-.02	.04
2. Teaching Area		
(a) Humanities and Fine Arts	.08	-.00
(b) Behavioral & Social Sciences	.21**	-.19**
(c) Education	.04	-.09
(d) Mathematics & Physical Sciences	-.19**	-.00
(e) Natural Sciences	-.06	.03
(f) Engineering Technology	.00	.06
(g) Social Service	-.05	.02
(h) Nursing & Business	-.06	.18**
(i) Other Occupational	-.03	.01
3. Academic Rank	-.11*	.14*
4. Membership in Professional Organizations	-.06	.16**
5. Membership in Professional Educational Organizations	-.02	.16**

*Significant at the .05 level
*Significant at the .01 level

Table 12

Pearson Product Moment Correlations of Indicators of Formal Educational Experience with Attitudinal Orientations Toward Education

Indicator of Educational Experience	Progressivism	Traditionalism
1. Degree Level	-.05	-.03
2. Education Courses Taken at the Undergraduate Level	-.03	.10*
3. Education Courses Taken at the Graduate Level	-.04	-.04
4. Community College Courses Taken at a Four-Year College or University	-.03	.09
5. Community College Courses Taken as Part of an Inservice Training Program	.03	.07

* Significant at the .05 level

Table 13

Pearson Product Moment Correlations of Indicators of Economic and Social Factors with Attitudinal Orientations Toward Education

Background Indicator	Progressivism	Traditionalism
1. Father's Educational Level	-.06	-.12*
2. Mother's Educational Level	-.04	-.21**
3. Age	-.21**	.21**
4. Sex	.00	-.07
5. Residential Background	.04	-.04
6. Membership in Community Organizations	-.11*	.12*

*Significant at the .05 level
**Significant at the .01 level

present employment, and four-year colleges--the statistical relationships reach significant levels. The single exception to this trend was found among faculty who had taught in primary schools. Among these faculty we found that the longer they had taught in primary school settings, the more likely they were to hold progessive attitudes toward education. However, the association falls just short of significance and we must therefore be cautious in interpreting its importance. The general impression that emerges from these findings is that prolonged teaching experience in most educational setting is not conducive to the development of progressive educational attitudes among the faculty surveyed in this study.

As we mentioned earlier, it has long been held by many observers that faculty's attitudes toward education are influenced by their academic affiliation. Our findings lend support to this contention. Specifically, we find that faculty who teach in the behavioral and social sciences are significantly more likely to hold progressive educational attitudes than are faculty in other disciplines. By comparison, faculty in mathematics and the physical sciences tend to be significantly weak in educational progressivism. No other significant trends were noted among faculty in other disciplines. We should point out, however, that faculty in the fine arts and humanities and in education tend to be more favorably disposed toward progressive educational attitudes than those in the natural sciences, social service, nursing and business. In as much as these findings reflect trends, they seem to support the notion that different academic disciplines promote the development of differing orientations toward education.

Only one other indicator of occupational experience was found to be significantly associated with progressive attitudes toward education. This

was the factor of academic rank. In this case we found that faculty who held high academic rank tend to be significantly weak in their attitudes toward a progressive orientation in education. There are a couple of possible explanations that may be offered for this tendency. We shall discuss these shortly when we look at the obverse side of the issue, namely traditional attitudes toward education.

In our second group of background variables, namely formal educational experiences, no indicator was found to be associated with progressivism toward education. However, in our third group of background variables, socioeconomic items, two indicators were found to be significantly related to progressive educational attitudes. These were age and membership in community organizations. The data indicates that older faculty members and those more involved in community organizations are less likely than other faculty to hold progressive educational attitudes. The findings on age seem to be consistent with other research which suggests that educational progressivism diminishes with age.[20] The relationship between increased membership in community organizations and weak attitudes toward educational progressivism is also in line with the findings of other writers. For example, findings in the area of communication of innovations suggest that individuals who are highly involved with their local community tend to support the status quo and to be more resistent to change than are more marginally involved individuals.[21]

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[20] See, for example, Robert A. Patterson, "Career Patterns and Educational Issues." Pennsylvania Community College Faculty. University Park, Pa.: Center for the Study of Higher Education, May, 1971.

[21] See, for example, Everett M. Rogers and F. Floyd Shoemaker, Communication of Innovation. New York: The Free Press, 1971.

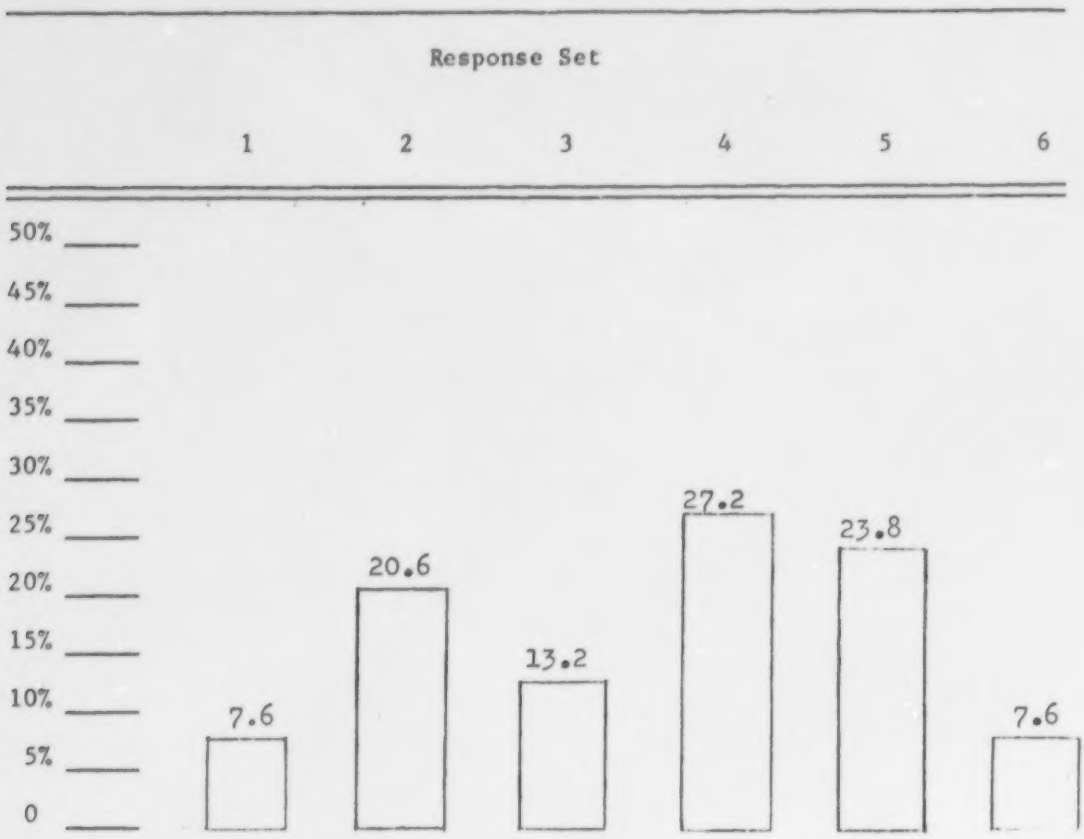
B. Traditional Educational Attitudes

The data generated by our traditional orientation scale reveals that the faculty members in this study tend to be quite ambivalent regarding traditional attitudes toward education. (See Table 14). The mean, for example, was 3.61, the mode was 4.00, and the median was 3.28. The results appear to indicate that although progressivism toward education is more pronounced than traditionalism, the latter orientation is quite prevalent among the faculty investigated here. This finding indicates support for the views of those observers who have asserted that many community college faculty members hold traditional views toward education. It also suggests that traditionalism is more prevalent than some leaders in the field would lead us to believe. Further analysis explores what it is that influences these attutudes of faculty.

An examination of occupational factors related to traditional educational attitudes reveals a pattern that largely compliments the data on educational progressivism. For example, faculty with teaching experience in community colleges and four-year colleges are significantly more traditional in their attitudes toward education the longer they have taught in these settings. In addition, faculty with more extensive teaching experience in secondary schools display similar tendencies. These findings together with those previously cited in connection with progressive educational attitudes seem to indicate that prolonged teaching experience in most educational settings not only adversely affects educational progressivism but also tends to foster traditionalism in educational orientations. To the extent that this pattern persists among faculty with extensive teaching

Table 14

Frequency Distribution of Responses to Traditionalism Toward Education



experience in the community college, it should call for reflection, if not concern, among the community college's leadership.

In looking at the second group of occupational indicators, those pertaining to academic affiliation, we find that behavioral and social science faculty are least likely to evince traditional attitudes toward education. On the other hand, faculty in nursing and business seem most disposed toward traditional educational views. It is also interesting to note that mathematics and physical science faculty who scored lowest on progressive orientations toward education do not reflect any complimentary tendency toward educational traditionalism. This bears out something we mentioned earlier, namely that traditional educational attitudes are not simply the counterparts of progressive attitudes. Although there is a tendency for faculty who are strong on educational progressivism to be weak on the traditional dimension and vice versa, the data here indicates that these two attitudinal orientations are distinct factors.

The finding that faculty in different academic areas differ in their attitudes toward education may be variously explained. It may be that faculty who teach in the behavioral and social sciences are more people-oriented than those who teach in the "hard" sciences. By comparison, the latter faculty may be more oriented toward abstractions or toward more concrete phenomena than most behavioral scientists. These differing foci may call for different teaching approaches and may ultimately lead to varying orientations toward education. In a somewhat similar vein, Thompson, Hawkes and Avery suggest that attitudinal

differences like those found in this study may be due to the "truth strategies" employed by various disciplines.[22] For example, disciplines whose subject matter is the most codified lend themselves to a narrow, tightly focused teaching approach in which discussion or dialogue is discouraged. In particular, disciplines like mathematics and the natural sciences tend to present a "body of knowledge" approach in which the instructor knows exactly what should and should not be in the curriculum. In this approach there is a tendency for the instructor to feel that he and only he or another member of his discipline know what must be taught and how it must be taught. On the other hand, it is our impression that faculty in the behavioral sciences tend to use the discursive approach to teaching in which dialogue and the exchange of ideas plays an important part in the teaching process. Concomitantly, the subject matter of the behavioral sciences tends to be less codified and structured than is the case in mathematics or the physical sciences. We surmise that this may lend itself to a more open and less authoritarian approach to teaching. In the present study we suspect that part of the observed variation in faculty attitudes toward education may be due to these different teaching approaches which are indigenous to different disciplines. In the final analysis, we feel that these different approaches give rise to quite different views of education which are reflected in faculty attitudes toward education.

In addition to the above-mentioned items, three other indicators of occupational experience were found to exert a significant influence on

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[22] J. D. Thompson, R. W. Hawkes and R. W. Avery "Truth Strategies and University Organization," Educational Administrative Quarterly V (1969), pp. 4-25.

traditional educational attitudes. The first of these is academic rank. Faculty with higher academic rank are more traditional in their educational attitudes than faculty with lower ranks. This finding parallels one discussed earlier, namely that higher ranked faculty are significantly weak on educational progressivism. The reason for this is not altogether clear. However, we know that faculty with higher rank tend to be older and that older faculty tend to be more traditional on educational issues. We also know that higher ranked faculty have taught longer than those in lower ranks. Our data shows that faculty with lengthy teaching experience are also more inclined to be educationally traditional. It may also be that faculty in the higher academic ranks are more attuned to their disciplines than to the immediate concerns of the community college and to educational issues associated with the institution. Whatever the reason, it appears that the higher ranked faculty surveyed here do not represent the kind of progressive teachers so esteemed by the institution. To the extent that these faculty may be role models for junior faculty, the prospects for enhancing such academic traits as innovativeness, flexibility, and studented-centeredness seem rather limited.

The other two occupational indicators that were found to be significantly related to traditional educational attitudes were membership in professional organizations and membership in professional educational organizations. In both cases increased membership is associated with heightened traditionalism on educational issues. We believe that this trend reflects a problem discussed by Blocker. He notes that there is a "persistent tug-of-war between faculty desire for strong professional identification and the college's need for equally strong professional

identification."[23] We believe that faculty who hold increased membership in professional organizations including professional educational organizations are more likely to be those whose primary identification with their academic profession than with their institution. As such, it seems logical that institutional values and concerns will be secondary in their educational orientations.

Among our second group of indicators, formal educational experiences, we find that faculty who have taken educational courses at the undergraduate level in college show a significant tendency toward traditionalism in education. We also note that faculty who have taken community college courses in a four-year college or university show similar tendencies. Although we cannot state the reasons for these tendencies with any degree of certainty, it is our impression that part of the explanation may lie in the teaching environments of these institutions. We have, for example, noted previously that faculty who have taught in four-year colleges are more prone to traditional educational attitudes than other faculty. To a large degree four-year colleges and universities are characterized as being traditional educational institutions in terms of both their subject matter emphasis and their over-all teaching approach. Thus we are inclined to think that faculty who have been socialized in the educational traditions of these institutions are prone to traditional educational perspectives. Even where they have taken courses which pertain specifically to the community college, they often tend to reflect the academic viewpoint rather than the more

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[23] Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Op. cit., p. 164.

pragmatic perspective that teaching in the community college requires. There is therefore a question as to whether many of these courses are really directed to prospective community college faculty and to the special needs of community colleges. In any event, it would appear that these educational experiences are not engendering the kinds of attitudes that are considered appropriate to the community college, at least not among the faculty surveyed here.

In the third group of indicators we find that traditionalism toward education is significantly linked to the faculty member's social class background, age, and to increased membership in community organizations. Specifically, it appears that the lower the social class background of parents -- as judged by educational level -- the more likely the individual will be to express traditional educational attitudes. With respect to age, we find that older faculty are significantly more traditional toward education than younger faculty. These findings were not unexpected. In the case of social class, our impressions lead us to believe that parents with limited education tend to hold rather narrow and limited views of the scope and purposes of education and tend to pass such views on to their children. In the case of older faculty, we suspect among other things that they are products of earlier educational training which may have stressed values and orientations reflective of what we are here calling traditionalism. These findings are summarized in Tables 11-13.

C. The Relationship Between Educational Orientations and Acceptance of the Community College Philosophy

Earlier in this chapter we indicated that leaders of the community college movement have argued that it is important for faculty to hold values

and attitudes consistent with the objectives of the institution. Some of these leaders have explicitly maintained that a liberal or a progressive educational orientation comes closest to the values inherent in the community college philosophy, whilst the conservative or traditional educational orientation is least attuned to this philosophy. It was also noted that these assertions were for the most part based on impressionistic observations and not on quantative data. In this study we have made an attempt to empirically analyze the issue of the relationship between attitudes toward education and acceptance of the community college philosophy. Our findings indicate limited support for those who have held these views about community college faculty. Specifically, we find that faculty who accept the community college philosophy are significantly more likely than not to be progressive in their educational orientations. The strength of this association was not as pronounced as we have anticipated ($r = .22$). It was nevertheless significant at the .001 level. Likewise, we find that faculty who accept the community college philosophy are significantly more likely than other faculty to score low on traditionalism toward education. Again, the strength of the association was not especially pronounced ($r = -.30$), but it does indicate that traditionalists on educational issues are unlikely to be sympathetic toward the community college philosophy. As with the other findings presented in this study, these indicate that while certain assumptions about community college faculty attitudes appear to be confirmed, the variations in attitudes is only partially explained by such assumptions. Consequently, much more research needs to be done before we fully understand the issue of faculty

Table 15

Pearson Product Moment Correlations of

Attitude Scales

	Acceptance	Traditionalism	Progressivism
Acceptance	. . .	-.30	.22
Traditionalism	. . .	. . .	-.25

attitudes toward education.

Summary

Our findings suggest that it is at best difficult to divide community college faculty into two distinct camps, namely educational progressives and educational traditionalists. The reason for this is that most faculty are neither particularly progressive nor particularly traditional in their educational attitudes. There is, to be more precise, a great deal of overlapping in the educational attitudes of the faculty surveyed here. For example, our data indicate that while progressive attitudes toward education are clearly predominant among the faculty in this study, traditionalism toward education is pronounced and widespredd. We therefore believe that the faculty surveyed here should be described as ambivalent in their attitudes toward education.

In spite of this attitudinal ambivalency, there appears to be support in our findings for Blocker's assertion that faculty orientations toward education affect attitudes toward the community college. It is, for example, clear that the more progressively oriented faculty are in their educational attitudes, the more sympathetic they are to the community college philosophy. Likewise, it is equally clear that the more educationally traditional faculty are, the less likely they are to support the community college philosophy. There are, of course, obvious implications here for community college administrators. If they wish to employ faculty who are supportive of the institution and its philosophy they would to well to first ascertain the educational orientation of prospective teachers.

We must also conclude that previous socialization experiences such as occupational experiences, formal educational experiences, and socio-economic factors exert a significant although limited influence on educational attitudes. In addition, certain other conclusions appear warranted. Prolonged teaching experience in most educational settings has the effect of promoting what can only be described as a conservative educational ethos. For many individuals, including those who teach in the community college, extensive teaching experience is counter-productive to the achievement of the educational goals set forth by the community college leadership. Finally, those who have argued that different academic disciplines tend to generate their own particular cultures including their own peculiar ways of viewing education appear to be correct.

After controlling for the confounding statistical effects of various background indicators we have been able to identify items which we believe are most closely associated with the two educational orientations described here. In the case of progressive attitudes toward education, we find that the best predictors of this orientation are: (1) age (younger faculty are more progressive), (2) Teaching experience in a four-year college (produces negative attitudes toward educational progressivism), (3) the social class identity of a respodent's father (an inverse relationship), (4) teaching experience in a community college other than the one of present employment (a negative effect) and (5) teaching experience in a technical-vocational school (a negative effect). The strongest predictors of traditional educational attitudes

Table 16

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Socialization Experience for a Progressive Orientation Toward Education

Indicator	Multiple R	R^2	Beta
1. Age	.206	.043	-.113
2. Teaching Experience in a Four-Year College	.227	.051	-.093
3. Father's Educational Level	.242	.058	-.083
4. Teaching Experience in Another Community College	.257	.066	-.068
5. Teaching Experience in a Technical-Vocational School	.270	.073	-.091

R^2 for 20 Indicators of Socialization Experience = .112

Multiple R for 20 indicators of Socialization Experience = .335

are: (1) increased age, (2) lower soci-economic status of the respondents mother, (3) teaching experience in a four-year college, (4) increased membership in professional educational organizations, and (5) teaching experience in a community college other than the one of present employment. These results are summarized in Tables 16 and 17.

Table 17

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Socialization Experience for a Traditional Orientation Toward Education

Indicators	Multiple R	R^2	Beta
1. Age	.209	.04	-.085
2. Mother's Education	.273	.07	+.193
3. Teaching Experience in a Four-Year College	.318	.10	-.177
4. Membership in Professional Educational Organizations	.346	.12	-.094
5. Teaching Experience in Another Community College	.363	.13	-.108

R^2 for 20 Indicators of Socialization Experience = .184

Multiple R for 20 Indicators of Socialization Experience = .429

CHAPTER 5

THE ROLE ORIENTATION OF COMMUNITY COLLEGE FACULTY

Introduction

One of the most important distinctions between the community college and the more traditional four-year colleges and universities is the different emphasis given to teaching. In four-year colleges and universities scholarly research, publication, and professional consulting are generally the most highly regarded activities. By comparison, the first and foremost function of community college faculty is to teach and to teach well. One of the early leaders of the two-year college movement aptly expressed this emphasis when he said that the community junior college "has little excuse for existence if it does not place prime emphasis on superior teaching, superior instructors, and superior methods of instruction."[1] More recently Cohen has stated,

> The scholar researcher is not sought by the community college and is rarely found therein. The institution sets its face strongly against the practice of extensive academic research and paid consultation within industry and public agencies - two activities central to scholarly life at the major universities. Junior college teachers are told they will be judged on the basis of their teaching. Coupled with the initial role choice of the new teacher, the organizational climate exerts a force for 'teaching' too powerful, in most instances, for a single individual to overcome, no matter how much he wishes to be considered primarily as a member of the academic field.[2]

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[1] W. C. Eels, The Junior College. (New York: Houghton Mifflin, 1931).

[2] Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College. (Beverly Hills, California: Glencoe Press, 1969), p. 97.

The Importance of a Student Role Orientation Among Community College Faculty

In the institutional climate of the community college it is only natural to find that the requisite teaching orientation is a student-centered one. That the community college should be concerned about the proper role orientation of its faculty is likewise only natural given the primary focus of the institution - the student as learner. As O'Banion points out, this student-centeredness "extends beyond a concern for the student as classroom learner. The community junior college seeks the full development of the human potential."[3] This translates into the need for teachers to be concerned not only with learning but with facilitating the total development of students. It also means that the community college instructor must be different from his university colleagues who are too often scholars preoccupied with subject matter.

The primary way an instructor is known is through his or her teaching. Yet teaching is complex and difficult to define. It is an art, a science, and a technology, or some combination of all three of these. It is the art of motivating the student to want to learn and the desire to help the student in this process. Above all, teaching is the molding of persons rather than the business of simply transfering knowledge. This task of molding people is one of the primary concerns of the community college but it is one that is beset by many difficulties.

Typically, faculty see themselves as specialists and as academicians, a perception that is difficult to reconcile with the community college's emphasis. What is required of the community college instructor is the

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[3]Terry O'Banion, Teachers For Tomorrow, (Tucson, Arizona: University of Arizona Press, 1972), p. 23.

desire and the ability to adapt subject matter to students and the realization that subject matter is an instrument, not an end, in the process. Thus, the search for faculty who want to teach and who are willing to orient their efforts toward this institutional priority is a crucial concern of the community college.

The Literature on Faculty Role Orientation

The substantive literature of the community college emphasizes the need for teachers to hold a student orientation and one which incorporates a warm personalized relationship with students. Hamacheck, for example, suggests that the instructor who can personalize his teaching is more apt to be successful in bringing about student learning.[4] Blocker and Richardson also stress this approach.[5] They point out that student development occurs both inside and outside the classroom, and that this development is facilitated by an affective interaction between the instructor and the student.

In some of the literature stress has been placed on maximizing the student orientation. Gleazer, for example, emphasizes this point in his discussion of the individualization of learning. He states, "It is going to be necessary to deal more and more with students on an individual basis, and to think in terms of the student's own academic achievements.[6] A similar view is expressed by Holland. He says, "our concern should sometimes be less for professional ability than an ability to

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[4] D. E. Hamacheck, Encounters With the Self. New York: Holt, Rinehart and Winston, 1971.

[5] Clyde E. Blocker and R. C. Richardson, "Teaching and Guidance Go Together." Junior College Journal 39 (1968), pp. 14-16.

[6] E. J. Gleazer, Jr., "Preparation of Junior College Teachers." Educational Record 48 (1967), p. 147.

relate to the student body. Nothing gets through to the student if there is not some kind of relationship established."[7] Garrison says that in contrast to discipline-centered, the "phrase student-centered comes as close to a general description of both philosophy and attitudes of a community college teacher as anything can."[8] Monroe echoes this notion in his discussion of the community college instructors. According to him, "Good teaching at the community college requires student-centered teaching."[9]

The matter of student-centeredness versus subject-centeredness in the role orientation of faculty has also been a concern outside the community college. Numerous studies exist dealing with secondary school teachers and four-year college faculty. Unfortunately, most of this literature is of little help to us in our efforts to formulate a working definition of student/subject-centeredness. The difficulty lies in the varying meanings of the terms as used by different writers. Brim, for example, develops an analysis which contrasts and "expressive, social-emotional" orientation with an "instrumental, task directed" orientation.[10] To the former he assigns a meaning which calls upon the instructor to emphasize the non-cognitive aspects of the student's development. To the latter he assigns a meaning which stresses the learning of the specific feature of the subject matter presented by the teacher.

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[7]Holland, as quoted by Terry O'Banion in Teachers For Tomorrow, p. 66.

[8]R. H. Garrison, "Professional and Philosophical Attitudes." Junior College Journal 36 (1966), p. 16.

[9]Charles R. Monroe, Profile of the Community College. San Francisco: Jossey-Bass, 1972, p. 298.

[10]O. G. Brim, Sociology and the Field of Education. (New York: Russell Sage Foundation, 1958).

McKeachie in a survey of teacher approaches to instruction contrasts the classroom organizational petterns of instructors.[11] He suggests that there are two principle modes: a student-centered organizational mode and an instructor-centered organizational mode. In this way he contrasts organizing strategies which have, on the one hand, the student setting the pace of the course and, on the other hand, the instructor dominating classroom activity.

In the present study, student and subject-centered teaching are curricular organizational referents describing how the instructor approaches his teaching role. Student-centered teaching reflects a role orientation in which the instructor uses the student as his point of departure. The subject material used is based upon both the instructor and the students' understanding of students' expectations and ability levels. Course organization is dependent upon the particular students in a particular course. There is a conscious awareness of the affective relationship between students and the teacher. For our purposes, student-centeredness refers to the use of the student as the primary curricular referent. Student-centered instructors are concerned with using techniques which involve the student in the development of the curriculum. Such instructors also focus on a holistic development of students. As Brawer points out, this holistic approach involves complimentary development of cognitive and non-cognitive aspects of the student.[12]

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[11] W. J. McKeachie, "Procedures and Techniques of Teaching: A Survey of Experimental Studies." In N. Sanford (Ed.), The American College. (New York: John Wiley & Sons, 1962).

[12] F. B. Brawer, New Perspectives on Personality Development in College Students. (San Francisco: Jossey Bass, 1973).

In contrast to this, a subject-centered orientation takes the subject matter as the point of departure. Here, classroom activity is structured around a body of content. The role of the instructor is viewed as a presenter of a specified body of knowledge. The primary concern of the instructor is the cognitive development of the student. The subject-centered teacher uses the discipline and its pre-determined content as the primary curricular referrent. The teacher determines which subject matter will be dealt with and organizes classroom activities around its mastery. The instructor's concern is not that of the student's sensitivity and feelings about issues but rather that of the development of cognitive knowledge.

From the research to date, it is also possible to identify some of the characteristics associated with the student-oriented instructor. Morrison's research demonstrates that student-oriented instructors are more likely than subject-oriented instructors to accept the multi-purpose goals of the community college.[13] Garrison indicates that this type of instructor gladly works with students of all ability levels and degrees of motivation.[14] Roy states that the student-oriented teacher views students as able rather than unable and relates to them on the basis of the belief that there is worth and dignity in all human beings.[15] McKeefery identifies the student oriented instructor as being

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[13] James L. Morrison, "Socialization Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Community Junior College Concept." Review of Educational Research 42 (1972), pp. 573-588.

[14] R. H. Garrison, Op. cit.

[15] A. B. Roy, "What is a Student-oriented Teacher?" Junior College Journal 44 (1973), p. 39.

involved in counseling students, being fair to them and being knowledgeable about the psychology of learning.[16] Koile and Tatem report that women are more likely than men to be student oriented. They also maintain that technical-vocational faculty are more student oriented than faculty in the social sciences, humanities and natural sciences.[17] In a study which compared college instructors and junior and senior high school teachers, Koile and Treat reported finding no differences in teaching-orientation according to such variables as academic degree held or the age of the teacher.[18]

Both Pyle[19] and Roy[20] describe the student-oriented instructor as being involved with student organizations and activities. This is in line with Blocker's emphasis on the extension of the teacher-student relationship beyond the boundaries of the classroom. An implication of all these descriptors but especially the last has been noted by Garrison. By being student-centered and engaging in all the activities which this entails, the faculty member has less time for his own pursuits and particularly his own professional growth.[21] Such a commitment, however, is in keeping with the philosophy of the community junior college.

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[16]W. J. McKeefery, "Some Observations of Effective Teaching" Collegiate News and Views 12 (1959), pp. 1-4.

[17]E. A. Koile and D. W. Tatem, "The Student-Oriented Teacher." Junior College Journal 36 (1966), pp. 24-26.

[18]E. A. Koile and C. L. Treat, "Identifying Student-oriented Teachers." Personnel and Guidance Journal 49 (1961), pp. 344-348.

[19]G. B. Pyle, "Teaching and Teacher Responsibility." Junior College Journal 38 (1968), pp. 48-54.

[20]A. B. Pyle, Op. cit.

[21]R. H. Garrison, Op. cit.

The literature reviewed here seems to indicate several things about teaching role orientations. Firstly, it appears that teaching role orientations may be viewed as comprising a student-centered dimension and/or a subject-centered dimension. Secondly, it seems to be the consensus of most writers in the community college field that the appropriate orientation for faculty in this institution is a student-centered one. Thirdly, it appears that community college faculty vary in their role orientations and that they may not be as consistently student oriented as is sometimes intimated. And, although not specifically stated, it appears that variations in faculty role orientations may be due to differences in socialization experiences of faculty members. Thus, our objectives in this chapter are: (a) to ascertain the nature of the teaching role orientation among our respondents; (b) to determine what factors, if any, affect noted variations in these orientations, and; (c) to explore whether variations in role orientations are associated with acceptance of the community college philosophy.

The Operational Definition of Role Orientation

Because of the need to establish parameters for this study, we have limited the conceptualization of faculty role orientation to two aspects: student-centeredness and subject-centeredness. These two aspects were measured by a 20 item, Likert-type scale which was adapted from a scale previously developed by Morrison in a study of Florida community college faculty.[22] Morrison's role orientation scale consisted of twelve items, four of which were related to student-centered teaching and eight to subject-

[22] James L. Morrison, Op. cit.

centered teaching. When he factor analyzed the responses to all twelve items, the heaviest factor loadings for student-centeredness were in the first factor, whereas the heaviest factor loadings for the subject-centered items were found in the second factor. This appears to indicate that role orientation in teaching is a two dimensional construct rather than a single, by-polar one. If this is so, then a teacher could be both strong or weak on both dimensions of role orientations at the same time since each is conceptually distinct. This compares with the alternate schema where a faculty member is either subject-oriented or student-oriented. By way of exploring this issue further we have expanded Morrison's scale to the present 20 item instrument.

The student-centered aspect of role orientation is measured here by 12 items. These items are designed to explore the faculty member's willingness to interact with students, to consider more than the student's cognitive development, to understand problems faced by students, to be flexible in his approach to teaching, to take into account the heterogeneity of students, and to be an active participant in counseling students. We believe that strong agreement with these items reflects an attitude consistent with a student-centered role orientation. The items comprising this scale are presented in Table 18.

The subject-centered aspect of teaching role orientation is explored by eight items. These items are phrased so that strong agreement indicates that the faculty member uses his subject matter as the primary referent in his teaching approach. Thus, subject-centered items focus on discipline centered activities, hesitation to meet the diverse needs of students,

Table 18

Items Attributed to the Role Orientation Scale

Subject Centered Items

Research in one's own academic field takes precedence over development of new courses.

It is more important for faculty to keep abreast with their field than to become engaged in counseling.

The content and organization of introductory courses should be determined by the nature of one's academic discipline.

Students should not serve on curriculum committees.

Term papers are better teaching techniques than field experiences.

Faculty should maintain a uniform grading standard of academic achievement in all classes.

Faculty should assume responsibility for only the academic development of their students.

Faculty should not be expected to sponsor student organizations.

Student Centered Items

Course outlines should be determined after consultation with students.

Faculty members should be available to students in their homes as well as on campus.

A primary responsibility of faculty should be to help students meet their individual needs and become responsible citizens.

Faculty have an obligation to serve as personal role models for students.

Courses within each academic area should be tailored to the needs of the specific students in those courses.

Organization and content of courses is more dependent on student's ability, interest and program than on materials published in academic journals and textbooks.

Table 18 (Continued)

Student Centered Items

Faculty should consider the social and emotional development of students as important as their academic development.

Serving as an advisor to student organizations should be taken into account in tenure and promotion considerations.

The quality of faculty member's teaching performance should be the most important determinant of his professional status.

Manual and physical skills development are as important to a person's growth as is intellectual development.

Faculty should not be expected to maintain in all classes standards comparable to those of the lower division of the university.

When an instructor moves from one institution to another, the content and structure of his courses may be easily modified.

and relative unavilability for out of class contact with students in extra-curricular activities. These items are also presented in Table 18.

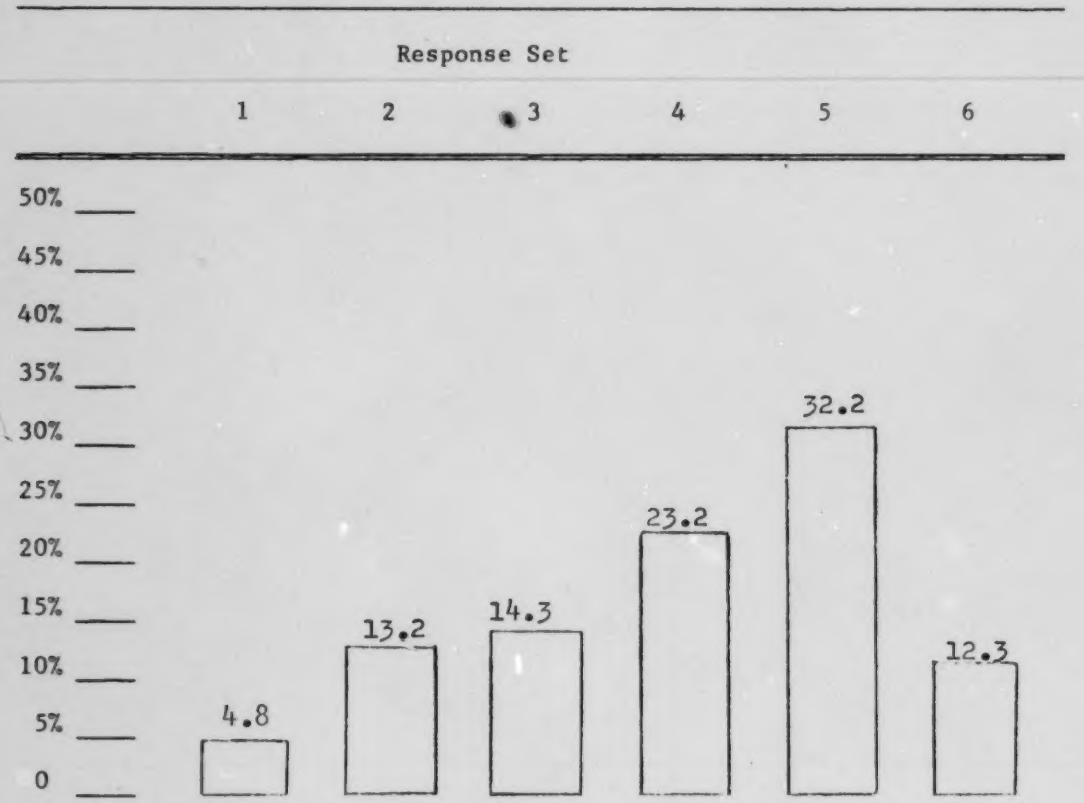
Data Analysis

Analysis of the responses to our role orientation scale indicates that faculty lean predominantly toward student-centeredness in their approach to teaching. Each of the measures of central tendency is above the midpoint of the response set. The mean score for the overall scale was 4.17, the mode was 5.00, and the median was 4.20. While these results indicate a pronounced tendency by faculty to use the student as the primary reference in teaching, there are still many faculty who lean in the opposite direction. Before examining factors which may influence these variations, a few comments about the dimensionality of the role orientation scale seems appropriate.

As we mentioned above, factor analysis of Morrison's original scale revealed two dominant factors which he subsequently identified as student-centeredness and subject-centeredness. Factor analysis of our modified version of Morrison's scale suggests a somewhat different structure. Upon orthogonal rotation of the factor matrix, we find one dominant factor which we believe reflects student-centeredness. Subject-centeredness as a distinct factor does not emerge from our analysis. Why our results differ from Morrison's is unclear. We think that by adding several more items in the development of our scale we may have altered the underlying structure that Morrison originally found in his scale. Thus, it would appear difficult in light of these findings to make any conclusive statement about the structure of teaching role orientation. Whether it is, as Morrison suggests,

Table 19

Frequency Distribution of Faculty Role Orientations



a two dimensional concept or, as the present data indicates, a uni-dimensional concept is a question that is not safisfactorily answered here. Only further research will, we believe, add to a more complete understanding of this concept.

Proceeding with our analysis along the same lines as were used in Chapters 3 and 4, we will begin by looking at the occupational experiences of faculty members to see what, if any, factors may be associated with student-centeredness in one's teaching role orientation. In examining the matter of teaching experience we find that only among those faculty who have taught in primary school settings is there any significant indication of a student-centered role orientation in teaching. Among faculty who have taught in high schools, technical-vocational schools, and four-year colleges and universities there are no similar trends. Thus this data suggests that the longer one has taught in a primary school setting, the more likely one is to evince a student-centered role orientation in one's teaching approach. Given the emphasis that primary schools focus on the general development of their students, including their socio-emotional development, it does not seem at all surprising that faculty with primary school teaching experience prove to be more student-centered than faculty with different teaching experience. While faculty who have taught in the other institutions we have just mentioned are not notably student-centered in their teaching approach, neither are they particularly negative in this respect. The same thing cannot be said for faculty with extensive teaching experience in the community college.

It is surprising to us to find that increased teaching experience in community colleges appears to be related to diminished student-centeredness in role orientation. Although the statistical relationships are weak they indicate that faculty with more extensive teaching experience in community colleges are less student oriented than faculty with comparable experience in any other kind of teaching institution including four-year colleges and universities. According to our data, those faculty who are weakest (or the most negative) in their student-centered role orientations are those who have taught longest in a community college other than the one where they are presently employed. The second weakest group on student-centered role orientations was faculty who had taught longest in the community college of present employment. For this latter group the statistics do not reach significance levels and therefore we must be cautious in our assessment. The trend, however, is fairly clear: faculty with more extensive teaching experience in community colleges are those least likely to be student-centered in their teaching approach. These findings seem to fly in the face of much of the rhetoric about the community college, especially that rhetoric which suggests that the community college induces student-centeredness in faculty's teaching approach. If anything, it would appear that increased teaching experience in this institution produces something of a regression to a more traditional stance in teaching orientation. Of course, we cannot generalize the findings reported here to community colleges throughout the country. However, if these findings are any indication of the more general situation

Table 20

Pearson Product Moment Correlations of Indicators of Occupational Experience with Role Orientation of Faculty

Indicator of Occupational Experience	Role Orientation
1. Years Teaching in:	
(a) Primary School	.17**
(b) Secondary School	-.01
(c) Technical-Vocational School	-.05
(d) Some Other Community College	-.19**
(e) This Community College	-.08
(f) A Four-Year College	-.05
(g) A University	-.02
2. Teaching Area	
(a) Humanities & Fine Arts	.03
(b) Behavioral & Social Science	.03
(c) Education	.08
(d) Mathematics & Physical Science	-.21**
(e) Natural Science	.04
(f) Engineering Technology	.05
(g) Social Service	.00
(h) Nursing & Business	.01
(i) Other Occupational	.00
3. Academic Rank	-.01
4. Membership in Professional Organizations	-.09
5. Membership in Professional Educational Organizations	-.02

**Significant at the .01 level

with respect to faculty role orientations, the implications are also fairly clear: faculty with the greatest teaching experience in the community college, and consequently those in the best position to appreciate the teaching orientation of their institution, are those most likely to alter the institutional climate of the community college.

In addition to analyzing the relationship between teaching experience and role orientations, we have also investigated that between teaching area and role orientation. Our data indicates a tendency for faculty who teach in the area of education to be somewhat more student-centered than faculty in other areas. This trend, however, falls short of reaching a statistically significant level. In only one teaching area do we find any notable lack of student-centeredness in role orientation. This is the area of mathematics and physical science. Faculty in these disciplines appear to be significantly weak on student-centered role orientations. We suspect that this finding reflects something of the nature of the subject matter dealt with in these disciplines. We feel that they are subjects which lend themselves predominantly to a subject matter emphasis, an emphasis which focuses on the matter of the subject and less on the relevancy to human concerns. In spite of the fact that our data is limited in scope and that the noted associations are weak, we believe they support the contentions made by many observers that certain disciplines tend to generate their own cultures and their own distinctive value systems which are reflected in the attitudes of their respective faculty members.

Among other indicators of occupational experience only membership in professional organizations seems to be related to the role orientation of faculty members. In this instance the relationship falls slightly short of significance but the data indicates a tendency for faculty who hold more of these memberships to be noticeably weak in student-centeredness.

Among background indicators pertaining to formal educational experiences, two items appear to be related to role orientations. These were the faculty member's academic degree and graduate education courses. Faculty members with high academic degrees are more inclined than faculty with lower degrees to be weak on student-centeredness. In connection with the first of these two findings, we believe that faculty with higher academic degrees may be more profession oriented than other faculty and thus less disposed toward spending time and effort with students who cannot help them achieve their professional goals. In connection with the second finding, it would seem that taking graduate courses in education tends to promote familiarization with educational concerns including a sensitivity to students and their needs. Consequently, faculty who have taken such courses indicate a more pronounced student-centeredness in their role orientations than faculty without this experience.

In the third group of indicators, social and economic factors, we find that both age and sex are related to role orientation. Older faculty are significantly less likely than younger faculty to be student-centered in their teaching role orientation. In explaining this finding we are led

to speculate that older faculty may have come to the community college with educational values and attitudes that are associated with traditions quite different from those deemed appropriate to the community college. Also, older faculty are more removed in time and perspective from many of the non-academic concerns of students. This is not to suggest that older faculty are not concerned with students and their overall development. However, we think there is some tendency for older faculty to be less involved in many of the non-academic, extra-curricular affairs of students and thus less student oriented than some of their younger colleagues.

In the case of sex differences, we find that women are significantly more likely than men to be student-centered. Given the cultural environment of our society, such a finding is not surprising. Although sex roles in American society are changing, the traditionally prescribed role for women has emphasized a family-centered, people serving function. By comparison, men are supposed to be more "thing" and career oriented than women. We believe that it is impossible for most people to escape these sex-typed role characteristics. Thus many of these sex role characteristics carry over into other areas of life, including the occupational sphere. Needless to say, there are important implications here for the community college. If women are generally more person oriented and subsequently more student oriented than men, they their role as instructors in the community college seems to hold considerable promise for the promotion of the institution's student-centered goals.

Table 21

Pearson Product Moment Correlations of Indicators of Formal Educational Experience with Role Orientations of Faculty

Indicator of Educational Experience	Role Orientation
1. Degree Level	-.12*
2. Education Courses Taken at the Undergraduate Level	.02
3. Education Courses Taken at the Graduate Level	.20**
4. Community College Courses Taken at a Four-Year College or University	-.07
5. Community College Courses Taken as Part of an Inservice Training Program	.00

*Significant at the .05 level
**Significant at the .01 level

Table 22

Pearson Product Moment Correlation of Indicators of Economic and Social Factors with Role Orientations of Faculty

Background Indicator	Role Orientation
1. Father's Educational Level	.04
2. Mother's Educational Level	.02
3. Age	-.11*
4. Sex	.12*
5. Residential Background	-.01
6. Membership in Community Organizations	.01

*Significant at the .05 level

Before leaving this discussion of the effect of indicators of socialization experience on teaching role orientation, one other factor requires consideration. This is the issue of occupational reference group identity. We have singled out this factor for special attention because we believe that the occupational reference group with which a faculty member identifies may have important significance for the individual's attitudes toward the community college. In this connection, we have been led to speculate that it may also have implications for the kind of role orientation in teaching which an instructor assumes. Analysis of our data lends support to this latter speculation. We find that the faculty surveyed here tend overwhelmingly to select either the community college or a senior institution (a four-year college of a university) as their occupational reference group. Those who select the community college as their reference group are significantly more likely to indicate a student-centered orientation in teaching than those who identify with a senior institution (See Table 23).

When we compare the relative influence of all indicators of socialization experience, including occupational reference group identity, on teaching role orientation, we find that reference group identity emerges as one of the most important predictors of student-centeredness. Specifically, we find that the five best predictors of student-centeredness in teaching role orientation are: (1) reference group identity; (2) teaching experience at another community college; (3) having taken education courses in graduate school; (4) teaching experience in a primary school, and; (5) prolonged teaching experience in the present community college.

Table 23

A Cross-tabulation of Reference Group versus Student-Centered Role Orientation

Reference Group	Student-Centered Role Orientation	
	Weak	Strong
A Community College	10 (5.1%)	185 (94.9%)
A Senior Institution	11 (14.3%)	66 (85.7%)

X^2 is significant at the .05 level

The Relationship Between Role Orientation and Acceptance of the Community College Philosophy

As we indicated earlier in this chapter, one of our objectives in analyzing variations in role orientations of faculty members was that of determining whether role orientation is associated with acceptance of the community college philosophy. In considering this issue we speculated that faculty who accepted the community college philosophy would be more inclined than other faculty to evince a student orientation in teaching. That is to say, we felt that faculty who accepted the multi-purpose functions of the community college, its open door admissions policy, its community focus, and its predominantly teaching emphasis, etc., would also be student-centered in their teaching approach. Our data supports this notion. We find that faculty who are more accepting of the community college philosophy are also more student-centered in their role orientation. Or, to state this another way, faculty who are more notably student-centered in their teaching role orientation are those most likely to accept the community college philosophy.

Summary

Our purpose in this chapter was to examine the nature of teaching role orientations as evinced by community college faculty. We have found that the role orientations of faculty in this study seem to be predominantly student-centered. Thus, if these faculty members are at all representative of community college faculty generally, then there is support for those writers who assert that this institution's faculty are preemintly student-centered in their teaching approach. Be this as

Table 24

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Socialization Experience for a Student-Centered Role Orientation

Indicators	Multiple R	R^2	Beta
1. Reference Group Identity	.207	.043	-.209
2. Teaching Experience at Another Community College	.288	.083	-.151
3. Taken Education Courses in Graduate School	.334	.111	.248
4. Teaching Experience in a Primary School	.355	.126	.124
5. Teaching Experience at this Community College	.373	.139	-.112

R^2 for 20 Indicators of Socialization Experience = .196

Multiple R for 20 Indicators of Socialization Experience = .443

Table 25

Pearson Product Moment Correlation

of

Acceptance of the Community College Philosophy

with

A Student-Centered Role Orientation

	Role Orientation
Acceptance	.40*

p = .001

it may, there is still considerable variation in teaching role orientations. Our data indicates that nearly a third of the respondents surveyed must at least be viewed as weak on student-centeredness. Our data further indicates that variations in teaching role orientation is to some extent related to the socialization experiences of individuals. Previous teaching experience, for example, appears to have an important bearing on role orientation. In this respect, it is surprising and possibly disconcerting to find that faculty with extensive experience teaching in community colleges are among the least student-centered in their teaching roles. Why this should be is uncertain. However, it does appear to suggest that prolonged association with the community college is counterproductive to the development of a student-centered teaching orientation. The development of a student-centered orientation does seem to be promoted by certain kinds of formal educational experiences, particularly the taking of education courses in graduate school. Thus, if community college leaders wish to hire faculty who are primarily student-centered, they might do well to examine whether prosepctive teachers have this kind of experience. They might also wish to consider encouraging faculty to take such courses as a means of promoting student-centered teaching. On the basis of our findings, we would have to conclude that the student-centered teaching aims of the community college would best be enhanced by hiring (a) faculty whose primary reference group is the community college rather than a senior institution, (b) teachers with primary school ex-

perience, (c) those who accept the community college philosophy since they are significantly student-centered in their teaching approach, (d) those with the formal educational experience we have just mentioned, and (e) female faculty since in general they appear to be more student-centered than men.

CHAPTER 6

THE REFERENCE GROUPS OF COMMUNITY COLLEGE FACULTY

Introduction

Sociologists and social psychologists as well as other social scientists have always accepted one basic premise about human conduct. This is that an individual's values, attitudes and behavior are affected by the groups to which he belongs or with which he identifies. "That men act in a social frame of reference yielded by the groups of which they are a part is a notion undoubtedly ancient."[1] In sociology this notion has been articulated in the concept "reference group." The significance of this concept for research in the social sciences is considerable, as Hyman and Singer point out.[2] They state, "If the groups to which individuals refer themselves, their reference groups, are empirically determined, knowledge and prediction of attitudes, self evaluation, and conduct will be enhanced; the cherished principles about group influences can be protected; and an understanding of the complex processes by which men relate themselves to groups can be enriched. Such is the hope of reference group theory and research, and the basis of its attractiveness to social scientists."[3] The researchers in this investigation believe that

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[1] Robert K. Merton and Alice K. Rossi, "Contributions to the Theory of Reference Group Behavior," in Herbert H. Hyman and Eleanor Singer, Readings in Reference Group Theory and Research. New York: The Free Press, 1968, p. 35.

[2] Herbert H. Hyman and Eleanor Singer, Op. cit.

[3] Ibid, p. 4.

reference group theory offers considerable promise as an approach to understanding the matter of faculty attitudes and thus we are using it as one of the central concepts in this study.

Definitions of the Concept Reference Group

The concept reference group was originally coined by Hyman to explain the way individuals rank themselves in terms of their choice of a social framework for comparison.[4] At about the same time, Newcomb used a similar concept to explain the change and persistence of attitudes among college students at Bennington.[5] Later he refined this concept and used the specific term reference group. Since then, many other writers have helped to clarify the meaning and use of the term. The more general conceptual origins are to be found in the writings of the symbolic interactionists and those associated with this tradition. An adequate discussion of the contributions of these writers is well beyond the scope of this study.[6] However, a brief outline of some of the more frequent usages of the term may help to introduce our own use of the term.

The term reference group is most frequently used to refer to the

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[4] Herbert H. Hyman, "The Psychology of Status," Archieves of Psychology 269 (1942), pp. 147-165.

[5] T. M. Newcomb, Personality and Social Change. New York: Dryden Press, 1943. Also see, T. M. Newcomb, "Attitudes Development as a Function of Reference Groups: The Bennington Study," in Readings in Social Psychology, ed. by Eleanor McCoby, T. M. Newcomb and E. L. Hartley. New York: Holt, Rinehart and Winston, 1947.

[6] The conceptual origins of the term reference group have only rarely been dealt with in the sociological literature. A satisfactory treatment of the subject remains to be done. For a brief discussion of these origins, see Malcolm D. Hill, "The Relationship Between Socialization Experience, Reference Group Identity and Attitudes of Community College Faculty." Unpublished Doctoral thesis, The Pennsylvania State University, 1975, Chapter 3.

notion of a comparison group. It was in this sense that Hyman first used the term.[7] He used it in a perceptual or a judgmental sense to ascertain how individuals evaluate themselves with respect to their particular status considerations. Numerous sociological studies have employed the term in this manner and research using it in this way continues to increase.

The second most popular usage of the term is the normative one. In this sense the term is used to refer to groups or persons that provide the individual with a guide to action by explicitly setting the norms and espousing values.[8] Quite a number of writers have employed the concept in this manner. Among the earlier writers to do so was Newcomb. He saw the defining characteristics of a reference group as residing in its norms and their influence on the attitudes and behavior of the individual.

> If a person's attitudes are influenced by a set of norms which he assumes he shares with other individuals, those individuals constitute for him a reference group. . . . A man may have a reference group whose members he has never seen. It may be partly or even completely fictitious group, like the imaginary persecutors with whom insane patients people their world. The behavior of such people is often completely puzzling unless we know about their reference groups and the norms which they assume they share with them.[9]

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[7] Herbert H. Hyman, "The Psychology of Status," Op. cit.

[8] For further discussion of this use of the concept, see: T. D. Kemper, "Reference Groups, Socialization and Achievement," American Sociological Review 33, (1968), pp. 31-45.

[9] T. M. Newcomb, Social Psychology. New York: Dryden Press, 1950, p. 225.

A third type of reference group to be found in the sociological literature is the audience group. This kind of group demands neither normative nor conforming behavior. Nor does it serve as a frame of reference in the sense that comparison groups do. In the audience group, the individual is seen as attributing certain values to the audience group and then acting in terms of those values. Although this conception of reference group has been employed by many writers and continues to occupy a central position in the so-called dramaturgical literature of Goffman and others,[10] some researchers question whether there is sufficient difference between this conception and the normative type to make a valid distinction between them.[11]

The fourth type of reference group is the identity group. These are groups with which the individual psychologically identifies, or in terms of which he thinks of himself. It is this conception that one finds in the work of Sherif and Cantril.[12] These writers use the concept to indicate how an individual's membership in a reference group affects his ego development. Many writers have subsequently used the term in this sense although several have altered their operational definition from that used by Sherif and Cantril. Some, for example, use

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[10] See, for example, Erving Goffman, The Presentation of the Self in Everyday Life. Garden City, N.Y.: Doubleday Anchor Books, 1959.

[11] William Ewens, "Reference Groups, Attitudes, and the Determination of Overt Behavior in an Experimental Setting." Unpublished Doctoral prospectus, University of Iowa, 1968; T. D. Kemper, "Reference Groups, Socialization and Achievement." Op. cit.

[12] M. Sherif and Hadley Cantril, The Psychology of Ego Involvement. New York: Wiley, 1947.

close friends and relatives as the criteria for the identity group;[13] Some use the individual's peer group;[14] Some use the concept of loyalty to a particular group;[15] Other use groups to which the individual desires to belong;[16] And still others use more elaborate techniques of ascertaining the groups with which the individual identifies.[17] In spite of these differences in specifying just who the identity group is, the term as used in this sense refers to that group with whom the individual identifies psychologically, either as an actual member or as an aspiring member. A good illustration of this is offered by

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[13]See, for example, C. W. Backman, P. F. Secord and J. R. Pierce, Resistence to Change in the Self-Concept as a Function of Perceived Consensus Among Significant Others," Sociometry 26 (1963), pp. 102-111.

[14]See, for example, A. Siegal and S. Siegal, "Reference Groups, Membership Groups and Attitude Change," Journal of Applied Social Psychology 55 (1957), pp. 360-364.

[15]W. Bennis et al., "Reference Groups and Loyalties in the Outpatient Department," Administrative Science Quarterly 2 (1958), pp. 481-500.

[16]Bilha Mannheim, "Reference Groups, Membership Groups and the Self-Image," Sociometry 29 (1966) pp. 265-279.

[17]A. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly 2 (1958), pp. 444-480.

Krech, Crutchfield and Ballachey who state that a reference group is

> Any group with which an individual identifies himself such that he tends to use the group as a standard for self evaluation and as a source of his personal values and goals. The reference groups of this individual may include both membership groups and groups to which he aspires to belong.[18]

The particular type of reference group definition that the research uses in his work depends on the perceived function of the group. In the present research we are using the last of these definitions. We feel that for the purpose of examining faculty attitudes toward their work, their place of employment (i.e., the community college) and toward factors associated with their profession, the professional peer group with which faculty identifies is the most appropriate point of departure. We must, however, point out that these reference groups may include both those in which the individual holds membership and those to which he aspires to belong. An individual might belong to a group and yet not identify with it. At the same time, the group to which the individual aspires to belong may hold more saliency for his beliefs and attitudes than those to which he currently belongs. Thus, in this research when we use the term reference group we are referring to the group with which the individual identifies psychologically and we take this to include both groups of current membership and those of desired membership.

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[18] D. Krech, R. S. Crutchfield and E. L. Ballachey, Individual in Society. New York: McGraw-Hill, 1962, p. 102.

The Importance of Reference Groups in the Community College

This study recognizes the fact that community college faculty are a heterogeneous group. They come from different backgrounds, have different interests, different professional orientations and come to the community college with widely different attitudes toward teaching, education and the community college. One of our principal concerns in this research is to examine some of the factors that may affect these faculty attitudes. As we pointed out earlier, community college leaders are concerned that faculty who teach in this institution be sympathetic with it and its organizational objectives. Several writers have indicated that many community college faculty lack this sympathy and do not in fact support either the institution's philosophy or its objectives. At the same time these writers make clear the implications of this situation. They maintain that the achievement of the special mission of the community college - that of meeting the educational needs of a varied student body with widely different interests and abilities - cannot be accomplished without the full cooperation of faculty who are committed to the institution's ideals. Thus community college leaders are eager to identify those characteristics of faculty that lend themselves to the enhancement of the institution's mission and objectives.

Empirical studies that have dealt with attitudes of community college faculty tend to be vague in describing the individual characteristics that differentiate the more "ideal" faculty members from those whose values and orientations depart from the institutional standard. Moreover, only a few have gone beyond the level of descriptive surveys in explaining why

faculty attitudes vary so much. It is, of course, obvious that many factors affect an individual's attitudes and values. However, in recent years growing attention has been given to the role of reference groups in molding the individual's orientation. Medsker, for example, in explaining the variation in faculty attitudes suggests that

> The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges or universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain a close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school will retain that perspective after they transfer to junior college teaching. A junior college teacher may have many reference points; he may see himself through many different projections each of which may influence his thinking about the junior college.[19]

This notion finds support in two more recent studies. For example, Morrison notes that "Individual faculty members (in the community college) appear to hold attitudes respecting the acceptance of the community junior college concept and student role orientations which fit their perceived expectations of incumbents occupying positions in which they, the faculty members, desire membership."[20] In explaining the role ambiguity of community college faculty in Pennsylvania, Leslie

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[19]L. L. Medsker, The Junior College: Progress and Prospect. New York: McGraw-Hill, 1960, pp. 173-174.

[20]James L. Morrison, Social'zation Experience, Role Orientation, and Faculty Acceptance of the Comprehensive Community Junior College Concept," Review of Education Research 42 (1972), pp. 573-588.

has noted the importance of reference group loyalties of faculty members.[21] It thus appears that further exploration of the reference groups with which community college faculty identify could shed additional light on how such groups affect faculty attitudes toward their institution. In line with the thinking of Medsker and Morrison, we suspect that faculty in the community college have many different reference groups which influence their thinking about this institution. We also suspect that to the extent that faculty's occupational reference groups differ from that of the community college, so too will their attitudes vary from those deemed appropriate for faculty in this institution.

The Operational Definition of Reference Group

We have outlined above the conceptual or theoretical perspective of reference group to be used in this study. Now we turn to the operational definition of this concept. Our notion of reference group identity has been operationalized by the following question: "If you had complete freedom to choose, where would you prefer to teach?" Respondents were provided with the following eight options from which to choose: (1) Primary school; (2) Secondary school; (3) Technical-vocational school; (4) A community college other than this one; (5) This community college; (6) A four-year college; (7) A university, and (8) Other. This definition is similar to those used in most studies of reference groups where the measuring device consists of a single question. It is admittedly an arbitrary indicator yet one based upon criteria which seems relevant to this investigation.

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[21] L. L. Leslie, "Acceptance of the Community College Philosophy Among Faculty to Two-Year Institutions." Educational Administrative Quarterly 9 (1973), pp. 50-62.

Table 26

Responses to the Question Concerning Occupational Preference

Response	N	Percent
D. N. A.	2	0.7
Primary School	0	0.0
Secondary School	1	0.4
Technical-Vocational School	1	0.4
A Community College Other than This One	18	6.5
This Community College	177	63.7
A Four-year College	57	20.5
A University	20	7.2
Some Other Kind of Institution	2	0.7
TOTALS	278	100.0

We should understand that the concept of reference group as used here may be seen from two different perspectives. In one perspective, the choice of a reference group by an individual may be viewed as the result of previous socialization experiences. The socialization process may be characterized as one wherein the individual selectively acquires the values, attitudes and behavior that are shared by those with whom he identifies. Without question, the greatest amount of socialization occurs during childhood. However, it is a continuing process which carries on, perhaps with less intensity, during the adult years. Moreover, it is a process which has implications for the ways in which the individual selects and creates his own social environments. We suggest that the individual will choose and create social environments which are most favorable to the maintenance of those values and attitudes which he or she finds most congenial. Inasmuch as reference groups constitute a significant part of an individual's social environment, it seems likely that they too will be selected on the basis of their congeniality with the actor's own values and attitudes.

From another perspective, reference groups may be seen as the agencies of socialization. They constitute the cast of those who have helped to mold and shape the actor. They have helped to direct the individual into conformity with social and cultural patterns either by requiring him to perform certain social roles or by assisting him in the internalization of appropriate values and attitudes.

Reference groups are thus neither exclusively agents of socialization nor products of socialization. Most often they are both. In the present study they are regarded from both perspectives, namely as the agent by which values and attitudes are molded and as the product of previous socialization experiences.

As used here the operational definition reveals that of the 278 respondents who completed our questionnaire, 195 states a preference for teaching in a community college whereas 77 said they would prefer to teach in a four-year college or a university. Only six individuals said they would prefer to work or teach in some different setting. Thus, 70.2 per cent of our respondents indicated that their occupational reference group was the community college, 27.7 per cent indicated that theirs was a senior institution, and 2.1 per cent identified with some other occupational reference group.

Data Analysis

(A) The Influence of Background Characteristics on Reference Group Identity

There appear to be a number of background characteristics which influence the choice of a faculty member's reference group. Among indicators that reflect the occupational experience of the individual, we find that teaching experience in technical-vocational schools and in the community college of present employment both affect the likelihood that a faculty member will choose the community college as his or her reference group. Specifically, the data indicates that the longer one teaches in either of these two settings the more likely one is to choose the community college as one's reference group.

Looking at the teaching area of the individual we note that faculty who teach in the education curriculum and those in nursing and business are significantly more likely than faculty in other areas to identify with the community college. By comparison, faculty who teach in the areas of the humanities and fine arts and the behavioral and social sciences are significantly more likely to identify with a senior institution.

Of the three other indicators of occupational experience, only one was found to affect reference group identity. This was the item reflecting membership in professional organizations. Here we note that as memberships in these organizations increase, so too does the likelihood that the faculty member will choose a four-year college or university as his reference group. This data are summarized in Table 27.

Of all the indicators of socialization experience, those which apparently exert the most consistent influence on the selection of an occupational reference group are those falling in the area of formal educational experiences. There are five indicators in this area and each is significantly related to the choice of reference groups. For example, the degree level of the faculty member seems to have an important bearing on which group the person chooses to identify with. Specifically, we find that those with higher degrees choose the four-year college or university as their reference group those with lower degrees select the community college. Faculty who have taken educational courses at either the undergraduate or the graduate level are more likely to choose the community college than a senior institution as their reference group. Having taken courses pertaining to the community

college at either a senior institution or as a part of an inservice training program also affects the choice in favor of the community college. We must therefore conclude that previous educational experiences comprise important indicators that influence whether a community college faculty member will choose a senior institution or the community college as his occupational reference group. (See Table 28)

Among social and economic indicators, the social class background of faculty members as measured by the educational level of their parents appears to affect the choice of reference groups. So too does the residential background of the individual. We find that those whose mothers had limited education were likely to identify with the community college. We also find that those faculty who have come from rural areas are more likely than those from urban areas to adopt the community college as their reference group. In the latter case, the statistical level falls just short of significance and therefore we must be cautious in interpreting the tendency. These data are presented in Table 29.

The analysis of this data seem to indicate that previous socialization experience has an important influence on which occupational reference group a community college faculty member chooses to identify with. A regression analysis of twenty background indicators reveals that the best indicators of whether or not one chooses the community college are these (in order of their predictive strength): (1) Teaching experience in a technical vocational school (this influences the choice in favor of the community college); (2) Membership in professional organizations (the more

Table 27

Pearson Product Moment Correlations of Indicators of Occupational Experience with Reference Group Identity of Faculty Members

Indicator of Occupational Experience	Reference Group[(a)]
1. Years Teaching in:	
(a) Primary School	+.08
(b) Secondary School	+.07
(c) Technical-Vocational School	-.17**
(d) Some Other Community College	-.02
(e) This Community College	-.13*
(f) A Four-Year College	+.04
(g) A University	+.07
2. Teaching Area	
(a) Humanities and Fine Arts	+.12*
(b) Behavioral and Social Science	+.14*
(c) Education	-.10*
(d) Mathematics and Physical Science	+.06
(e) Natural Science	-.05
(f) Engineering Technology	-.09
(g) Social Service	-.02
(h) Nursing and Business	-.13*
(i) Other Occupational	-.06
3. Academic Rank	-.02
4. Membership in Professional Organizations	+.14**
5. Membership in Professional Educational Organizations	-.04

(a) a + sign indicates that the reference group was a senior institution; a - sign indicates that the reference group was the community college

** significant at the .01 level
* significant at the .05 level

Table 28

Pearson Product Moment Correlations of Indicators of Formal Educational Experience with Reference Group Identity of Faculty Members

Indicator of Educational Experience	Reference Group[(a)]
1. Degree Level	+.16**
2. Education Courses Taken at the Undergraduate Level	-.10*
3. Education Courses Taken at the Graduate Level	-.15**
4. Community College Courses Taken at a Four-Year College or University	-.13*
5. Community College Courses Taken as Part of an Inservice Training Program	-.11*

(a) a + sign indicates that the reference group was a senior institution; a - sign indicates that the reference group was the community college

** significant at the .01 level
* significant at the .05 level

Table 29

Pearson Product Moment Correlations of Indicators of Social and Economic Factors with Reference Group Identity of Faculty Members

Background Indicator	Reference Group[(a)]
1. Father's Educational Level	-.07
2. Mother's Educational Level	-.10*
3. Age	-.09
4. Sex	-.03
5. Residence	+.10
6. Membership in Community Organizations	-.00

(a) a + sign indicates that the reference group was a senior institution; a - sign indicates that the reference group was the community college

* significant at the .05 level

such memberships held by the individual, the more likely he or she is to choose a senior institution); (3) Having taken graduate education courses (this favors the selection of the community college); (4) Academic degree (higher degree holders identify with senior institutions); and (5) Residence (those from rural areas are more likely to identify with the community college).

(B) The Relationship Between Role Orientation and Reference Group Identity

In the previous chapter we dealt with the issue of faculty role orientation and we indicated there that a student-centered orientation was deemed by community college leaders to be the one most appropriate for community college faculty. Here we are concerned with factors which may influence faculty member role orientation. A correlational analysis of this variable and reference group identity indicates that faculty who are strong on a student-centered role orientation tend to identify more with the community college than with a senior institution. It thus appears that there is a certain degree of consistency between one's teaching role orientation and the occupational reference group with which one identifies. This finding is in accordance with those reported by Morrison who, as we mentioned previously, found that student-centeredness in faculty role orientation was related to the occupational positions which they, the faculty, desired to belong. It would therefore appear, according to the information deduced here, that the reference group with which one identifies has an important bearing on the role orientation which one assumes in teaching.

(C) The Relationship Between Acceptance of the Community College Philosophy and Reference Group Identity

Another of the concerns dealt with in this study is the matter of acceptance of the community college philosophy. Our objective in examining variations in faculty acceptance of the institution's philosophy was to ascertain what factors might be associated with these variations. One of the things we find in analysing this data is that faculty who accept the community college philosophy are significantly more likely than other faculty to choose the community college as their occupational reference group. Conversely, faculty who identify with a senior institution tend to be significantly less accepting of the community college philosophy. A regression analysis of 20 background indicators reveals that the single best predictor of acceptance of the community college philosophy is reference group identity. Among the five leading predictors this one far exceeds the others in strength. The other four were: teaching experience in a four-year college, teaching experience in a primary school, membership in professional organizations, and having taken courses pertaining to a community college. Thus, this study provides supporting evidence to the contention that reference groups constitute a crucial variable in influencing faculty attitudes toward the community college. We must, however, point out that most of the variation in faculty attitudes toward the community college is still unexplained by this research. Other significant factors that affect these attitudes remain unexplored. Nevertheless, in comparing this research with other current research literature we feel that we may conclude that this particular variable - reference

Table 30

Correlational Coefficients for Reference Group Identity

and

Attitude Scales

Attitude Scale	Reference Group Identity[(a)]
Student-Centered Role Orientation	-.16**
Acceptance of the Community College Philosophy	-.34**
Progressivism Toward Education	+.03
Traditionalism Toward Education	+.03

(a) a + sign indicates that the reference group was a senior institution; a - sign indicates that the reference group was the community college

** significant at the .01 level

Table 31

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Reference Group Identity

	Indicator	Multiple R	R^2	Beta
1.	Teaching Experience in a Technical-Vocational School	.163	.027	-.137
2.	Membership in Professional Organizations	.214	.046	.132
3.	Taken Education Courses in Graduate School	.254	.064	-.078
4.	Academic Degree	.280	.078	.105
5.	Residence	.296	.088	.094

R^2 for 20 Indicators of Socialization Experience = .124

Multiple R for 20 Indicators of Socialization Experience = .352

groups - seems to be one of the most salient factors affecting faculty attitudes toward acceptance of the community college philosophy.

(D) The Relationship Between Progressivism - Traditionalism in Educational Orientations and Reference Group Identity

In considering the matter of faculty attitudes toward education we reasoned that faculty who take a progressive attitude toward education will be more likely than those who are more traditional in their educational outlook to accept the community college philosophy. Our findings support this assumption. They do not, however, support another of our assumptions, namely that more progressive faculty would select the community college as their reference group. In fact, we find no association between either progressivism or traditionalism in educational attitudes and the selection of an occupational reference group. It thus appears that both those who identify with a senior institution and those who identify with the community college are equally varied in their attitudes toward education.

Summary

We have found that there are two principle reference groups with which community college faculty identify. These are: (1) the community college, and (2) a senior institution, i.e., a four-year college of a university. The selection of one or other of these two reference groups seems to be the result of various socialization experiences. Of these, those which most affect the selection of the community college as one's reference group are teaching experience in a technical vocational school, having taken graduate education courses, and having come from a rural

area. Those which most influence the selection of a senior institution as one's reference group include membership in professional organizations, holding a high academic degree, and having come from an urban setting. It also appears that a variety of educational experiences plays an important part in influencing the choice of an occupational reference group. As we pointed out earlier, reference groups are both products of socialization experiences and agencies of socialization. Thus, in addition to reflecting the past social experiences of the individual they also influence the kinds of attitudes and values which he assumes or is likely to assume in the future. In this connection, we find that faculty who identify with the community college are those most likely to adopt a student-centered orientation in their teaching role. By comparison, those who identify with a senior institution are significantly less disposed toward this particular orientation. We also note that those who identify with the community college are significantly more likely than others to accept the community college philosophy. It appears that of all background indicators of socialization experience teaching experience in a technical-vocational school is the best predictor of identification with the community college. Our impressions lead us to conclude that although a great deal of further research needs to be done in connection with reference groups, this concept appears to be an extremely useful concept in explaining many of the attitudes held by community college faculty.

CHAPTER 7

The Perceived Teaching Effectiveness of Community College Faculty

Introduction

Throughout its development the community college has steadfastly held to the primacy of its teaching function. "Emphasis on quality teaching has echoed so loudly in the community junior college rhetoric that this institution has become known as the teaching college."[1] Teachers in the community college are told that they will be evaluated on the basis of their teaching and the organizational climate of most institutions exerts a strong force in this direction. Even the recognition that the faculty is heterogeneous, has varied interests, and cannot be stereotyped does not detract from the emphasis on teaching. In fact, so crucial is teaching in the community college that one authority states, "the success or failure of the community junior college . . . rests on the quality of the teaching staff."[2] It is not surprising therefore that many community college leaders are becoming increasingly concerned with the issue of teaching effectiveness among the institution's faculty.

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[1] T. O'Banion, Teachers for Tomorrow: Staff Development in the Community College. Tucson, Arizona: The University of Arizona Press, 1972, p. 52.

[2] Ibid.

The Importance of Teaching Effectiveness to the Community College

One might well ask why there is so much concern with the issue of teaching effectiveness in the community college. The explanation lies in the unique goals and functions of the institution. As we have pointed out, the community college is a special institution with goals that differ considerably from other institutions of higher education. Many of the latter institutions have gained their reputations from the research talents and achievements of their faculty. Others have gained renown through their association with eminent scholars, writers, musicians and artists. Likewise, many have gained recognition by virtue of the intellectual prowess of their student body. The community college, however, has not been blessed by any of these claims to greatness, nor does it ever pretend to be so recognized. The community college's claim to -e-cognition rests in its quest to do what these other institutions have so often failed to do: to fulfill the frustrated desire of millions of Americans for a post-secondary education. Until recently, these Americans were the students that traditional institutions of education did not want. They were the culturally and economically disadvantaged. They were the slow starters, the poorly motivated, the low academic achievers. They were the failures or the D students, the ones with which the established colleges did not want to be bothered. They were also the students with interests as well as abilities the traditional institutions felt were beneath their scholarly standards. These are but a few of the students that the community college serves.

The objective of serving such a diverse and often disadvantaged student body cannot be accomplished in the manner of traditional in-

stitutions. The community college cannot rely on great scholars or researchers to help it achieve its goal of service to students with widely different needs and abilities. It can only rely on teachers, teachers who are able and sufficiently interested in students to help them develop their full potential. The success of the community college will not be measured by anything other than the quality of its teachers. If they are effective in motivating students, in promoting learning, in providing significant role models for students and by being concerned about how well students learn, they will assure the outcome of the community college's mission. Teaching effectiveness must thus be recognized as the signal variable in the success or failure of the community college, for this institution has not other criteria of success.

The Nature of the Problem

In the previous chapter we pointed out that some educational authorities hold that there are two basic orientations in teaching: a student-centered orientation and a subject-matter orientation. We also indicated that many observers feel that a student-centered orientation is the one most appropriate for instructors in the community college. The rationale for this requisite orientation is linked to the concern of teaching effectiveness.[3] This rationale holds that faculty who are primarily subject-matter oriented in their teaching approach tend to be

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[3] This issue is discussed at length by numerous writers in the community college field. See, for example, Arthur M. Cohen, A Constant Variable. San Francisco: Jossey-Bass, 1971; Charles R. Monroe, Profile of the Community College. San Francisco: Jossey-Bass, 1973; and T. O'Banion, Op. cit.

concerned with only the cognitive development of students and consequently only the "better" students. By comparison, faculty who are student-centered in their teaching approach are considered to be more sensitive to students, their needs and their total development. Since the student body of the community college includes many who need a great deal of motivation to achieve their full potential, the student-centered instructor is thought to be more effective. More specifically, the greater sensitivity to student needs evinced by the student-centered instructor is seen as lending itself to a student perception of the instructor as a caring, supportive person. Consequently, student motivation and learning are enhanced. Concommitantly, the student-centered teacher is perceived by students as being a more effective teacher.

This chapter presents an empirical examination of this assumption. Specifically, the relationship of faculty's teaching role orientation to students' perception of teaching effectiveness is examined and analyzed. In addition, background characteristics of both faculty members and students are investigated to determine what, if any, third variables may influence variations in perceived teaching effectiveness. Finally, the relationship between perceived teaching effectiveness and the other attitudinal variables discussed in previous chapters will also be analyzed.

Theoretical Considerations

In order to deal adequately with the issue of perceived teaching effectiveness, we feel that the problem should be placed in an appropriate theoretical perspective. It seems to us, after reviewing current sociological theory, that the best perspective is the one offered by

impact on the student is thereby enhanced. In addition the student may well react more favorably to the instructor because he is perceived as being more interested in the student.

This theoretical perspective prompts us to speculate that instructors who are more student-centered will be perceived by students as more effective teachers than those who are less student-centered. As stated previously, our concern in this chapter focuses on an examination of this assumption.

The Operational Definition of Perceived Teaching Effectiveness

Our measure of perceived teaching effectiveness is subjective in nature and is intended to reveal simply the reaction of students toward their instructors. The teaching effectiveness scale used in this study is a slightly modified version of the student faculty evaluation form developed at Harrisburg Area Community College. It is comprised of a 15 item, 5 point Likert type scale. One of the items, item 15, is a general item; the other 14 probe three principal areas of concern: the knowledge of the instructor, the quality of interaction exhibited by the instructor, and the instructor's classroom approach (see Table 32). The scale was factor analyzed and was found to exhibit one dominant factor which we identified as perceived teaching effectiveness. The Cronbach-Alpha measure of reliability for the scale was found to be .95.

The Role Orientation Scale

The role orientation scale used here has been fully described in Chapter five. As we pointed out there, this scale measures the degree of student-centeredness expressed by individual faculty members in their teaching role orientation.

Table 32

Items Attributed to the Teaching Effectiveness Scale

1. Is the instructor actively helpful when you have difficulty?
2. Is the instructor sensitive to students' feelings and problems?
3. Does the instructor increase your interest in the subject?
4. Does the instructor make students feel free to ask questions, disagree and express their ideas?
5. Is the instructor fair in his dealings with the student?
6. Does the instructor display sufficient knowledge of his subject?
7. Does the instructor clarify the material for the class?
8. Does the instructor respect students?
9. Does the instructor tell students when they have done particularly well?
10. Is the instructor prepared for class?
11. Does the instructor distinguish between his opinions and facts?
12. Are the instructor's directions clear?
13. Does the instructor stimulate thinking?
14. Has the instructor helped you make the material sufficiently relevant to your needs and goals?
15. Considering everything, how would you rate this instructor?

about through his ability to perceive his social position, specifically the degree to which he sees that he has acquired the attitudes and norms of his social environment. In such instances, the individual experiences himself indirectly. He sees himself through the reactions of other individuals.

Not all other individuals are equally important in the socialization process of the actor. As Sullivan has noted, some individuals come to occupy a special place of prominance for the actor.[5] These are designated as "significant others." For the actor, the significant other is a source of satisfaction, an agent of accultruation, and a source of anxiety and insecurity in the development of social habits which are the basis for the development of the social self. Thus, "the social self arises through taking the organized set of attitudes of significant others."[6]

Social actors, however, need to be seen as functioning in a specific social context. In the socialization of the individual one of the most important of these contexts is the school. In both specific and general terms the school is an agency of socialization. Within it, the specific actors responsible for carrying out this function are teachers. The objects of transformation are students who are viewed as individuals in transition. And so, the school must be seen as a change-producing institution which is concerned with the development of society's members, not just in the narrow academic sense but in the full maturational process.

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[5]H. S. Sullivan, Conceptions of Modern Psychiatry. New York: W. W. Norton, 1953.

[6]R. K. Merton, Social Theory and Social Structure. New York: Free Press, 1968, p. 269

Without any doubt, this concern for the individual's total maturational process may be seen at its best (and sometimes possibly at its worst) in the context of the college. For many college students the teacher comes to be identified as a significant other. This role prescription does not negate the cognitive instructional efforts of faculty, but it does add a considerable dimension to their overall function. As Cohen and Brawer state, "changes in students' aspirations, personality development, and capabilities are more than the result of direct instructional effort. The instructor also affects his students inadvertently."[7]

The perspective of this study is that the student in the comprehensive, public community college is a developing individual. He develops in interaction with others, and primarily in interaction with significant others. For the student, the faculty member may be a socially provided significant other. The extent to which he becomes a significant other may depend on the student's preception of the instructor's willingness to maintain an empathetic, supportive relationship. For many community college students, successful motivation is an important part of their development. Among these students there are those whose backgrounds have not encompassed supportive ego strengthening relationships. Motivating them necessitates reaching them. To reach them the instructor needs to demonstrate a supportive posture. In this situation, the faculty member who does most to be supportive of students' total development, including their sense of competence, become differentially more significant. The instructor's

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[7]A. M. Cohen and F. B. Brawer Measuring Faculty Performance. Washington, D.C.: American Association of Junior Colleges, 1969, p. 5.

Third Variables

These variables include all those faculty background indicators which we have identified as reflecting various aspects of an instructor's socialization experience. In addition, we have added data specifically related to students. This includes information about the student's major, age, grade point average, and expected grade in the course.

Data Analysis

In presenting this analysis we shall begin by reviewing the distribution of teaching effectiveness ratings and then examine factors that appear to influence these ratings. After having done this we shall proceed to a discussion of the findings concerning the relationship between role orientation and perceived teaching affectiveness. Finally, we shall examine the relationship between perceived teaching effectiveness and the other variables which we have investigated in this study.

(A) Student Ratings of Teaching Effectiveness

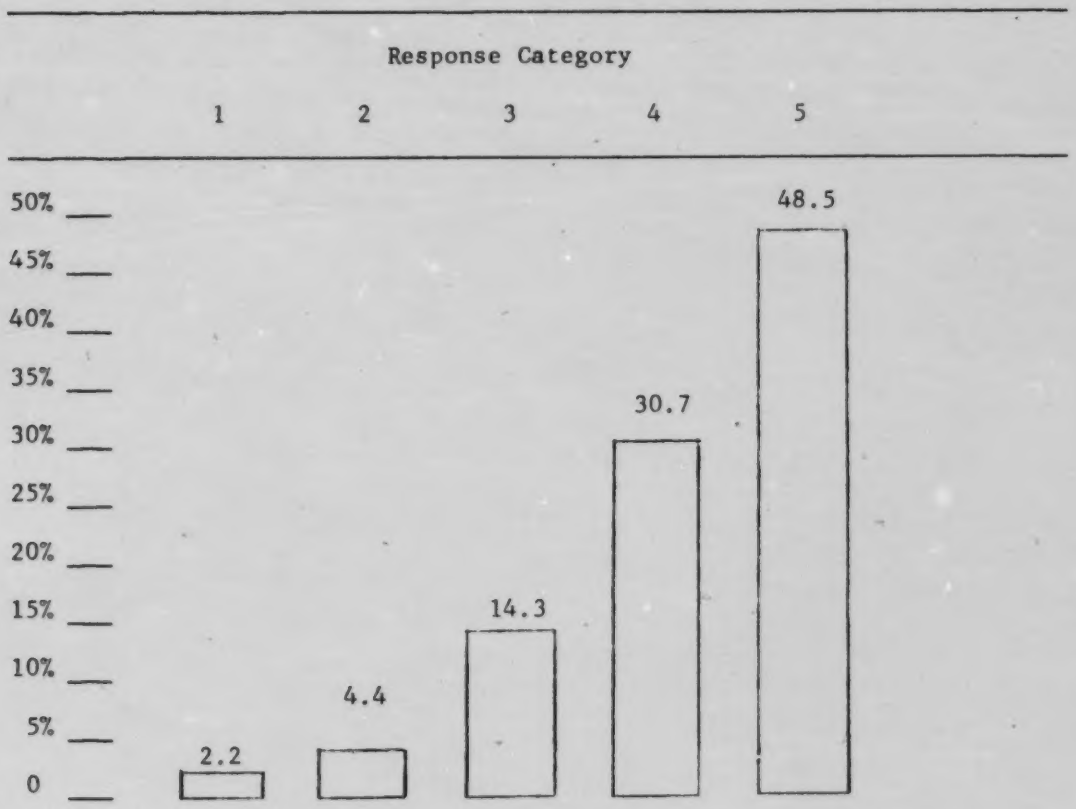
Inspection of the data generated by the teaching effectiveness scale reveals that students generally view their instructors favorably. This is evident when we examine the frequency distribution of the response to the items of the scale (Table 33). For the response set taken as a whole, we find that the three measures of central tendency are well above the midpoint of the five-point rating scale. For example, the mean was 4.04, the mode was 4.00 and the median was 4.11. The frequency of low ratings was extremely limited.

(B) The Relationship Between Faculty and Student Background Characteristics and Perceived Teaching Effectiveness

An examination of the occupational experiences of faculty indicates that teaching experience in a university setting is significantly related to

Table

Frequency Distribution of Responses to Perceived Teaching Effectiveness Scale



perceived teaching effectiveness. Thus, those faculty with more extensive experience teaching at a university are perceived by students as more effective teachers than those with other kinds of teaching backgrounds. By comparison, faculty who have taught in a community college other than their present institution are not as likely to be perceived as effective teachers. This association falls slightly short of being significant and therefore we should be cautious in interpreting it. Be this as it may, we should point out that faculty with this kind of teaching experience are rated less effective than teachers with any other kind of teaching background.

In looking at the teaching area of faculty we find that those who teach in the humanities and fine arts and in education are perceived as being significantly more effective than faculty in other disciplines. Those who teach in the behavioral and social sciences are rated as being significantly less effective than their colleagues in other disciplines. The explanation for these findings is rather elusive. We can only surmise that faculty in education are judged more effective because their professional training has emphasized the techniques of effective pedagodgy. We are not sure what it is about faculty in the fine arts and humanities that enhances their ratings. As for the behavioral and social scientists, our conjecture is that the subject matter dealt with in these disciplines is far less codified and much more open to interpretation than is the case in other disciplines which may lead students to perceive the instructors of these subjects as less competant and thus less effective.

One other indicator remains in the general area of occupational experience. This is the matter of the occupational reference group identity. Here we find that faculty who identify with the community college are perceived by students as significantly more effective than those who identify with a senior institution.

In the area of formal educational experience only one item was found to be significantly related to perceived teaching effectiveness. Specifically, faculty who have taken education courses at the undergraduate level are perceived as being more effective teachers. It would appear that the nature of these courses functions to sensitize faculty to more practical and applies aspects of the teaching process and that this makes them more effective teachers in the eyes of their students. It is also worth noting that experience with having taken courses on the community college at a college or university does not appear to enhance a person's teaching effectiveness, whereas taking similar courses as part of an in-service training program does. The statistics indicate these items are not significant in affecting perceived teaching effectiveness but they do suggest tendencies which may have implications for community college leaders. One might, for example, question whether such courses at a college or university are oriented toward the prospective community college instructor. In any event, it seems that in-service training courses are more efficient in enhancing teaching effectiveness than their counterparts at the college or university level.

Among indicators reflecting social and economic background characteristics of faculty members only the sexual identity of the individual

appears to exert a significant influence on perceived teaching effectiveness. In this instance we find that women are generally regarded by students as being more effective teachers. We believe that part of the explanation for this finding is due to the sex role of women in our society. Women are generally viewed as more person oriented and people serving than are men and subsequently more caring than men. To the extent that this ethos pervades the teaching role of female instructors in the community college, it heightens their image among students as effective teachers.

An examination of student background characteristics reveals that two factors, the expected course grade and the student's GPA exert significant influence on students' evaluation of a faculty member as an effective teacher. According to these results, there seems to be little question that the grade the student expects to receive in a course has a most significant bearing on his perception of the instructor. A similar conclusion is also warranted in the case of the student's GPA. More specifically, the higher the grade a student expects to receive and the higher his or her GPA, the greater the chances are that he will perceive his instructor as an effective teacher. Admittedly these findings leave room for interpretation. For example, do more able students evaluate their instructors more highly than less able students or is "making the grade" the most important factor in students' evaluation of teachers?

(C) The Relationship Between Role Orientation and Perceived Teaching Effectiveness

As we have mentioned above, one of our primary concerns in investi-

Table 34

Correlations of the Occupational Characteristics of Faculty with Perceived Teaching Effectiveness

Occupational Characteristics	Correlation
1. Years Teaching Experience in:	
(a) Primary School	.07
(b) Secondary School	.04
(c) Technical-Vocational School	-.02
(d) Some other Community College	-.11
(e) This Community College	.01
(f) A Four-year College	.09
(g) A University	.13*
2. Teaching Area	
(a) Humanities and Fine Arts	.12*
(b) Behavioral and Social Sciences	-.14*
(c) Education	.17*
(d) Mathematics and Physical Sciences	-.02
(e) Natural Sciences	-.05
(f) Engineering Technology	-.06
(g) Social Service	.07
(h) Other Occupational	-.05
3. Academic Rank	.07
4. Membership in Professional Organizations	-.03
5. Membership in Professional Educational Organizations	.04
6. Occupational Reference Group Identity	-.13*

*Significant at the .05 level

Table 35

Correlations of Formal Educational Experiences of Faculty Members with Perceived Teaching Effectiveness

Indicator of Occupational Experience	Correlation
1. Degree level	.03
2. Education courses taken at the undergraduate level	.12*
3. Education courses taken at the graduate level	.01
4. Community college courses taken at a college or university	-.09
5. Community college courses taken as part of an in-service training program	.10

* significant at the .05 level

Table 36

Correlations of Indicators of Social and Economic Features of Faculty Members with Perceived Teaching Effectiveness

Indicator	Correlation
1. Father's educational level	.06
2. Mother's educational level	.09
3. Age	-.02
4. Sex	.14*
5. Residential background	.07
6. Membership in community organizations	-.02

* significant at the .05 level

Table 37

Correlations of Student Characteristics

with

Perceived Teaching Effectiveness

Student Characteristic	Correlation
1. Course is in the student's major	.08
2. Expected course grade	.47**
3. GPA	.37**
4. Age	.11

* significant at the .001 level

gating the matter of teaching effectiveness is to establish whether or not there is a relationship between teaching effectiveness and the role orientation that a faculty member assumes. On the basis of the literature reviewed earlier in this study, we have postulated that a connection exists between a student-centered role orientation and perceived teaching effectiveness. Our data reveals that there is a weak but significant relationship between these two variables. Further support for our hypothesis is found in Table 38. In this table it may be noted that six of the first fourteen items exhibit statistically significant associations with role orientation. Item 15, which as we stated represents an overall rating of the instructor, correlates with a student-centered role orientation at the .01 level of significance.

As may also be noted in Table 38, four of the six items of the perceived effectiveness scale (items 2, 3, 8 and 9) which were significantly related to role orientation reflect the affective nature of the relationship between students and teachers. This aspect of the student-teacher relationship is particularly stressed in item two which probes whether the instructor is sensitive to the student's feelings and problems. Of the other two items which are significantly related to role orientation (items 6 and 13), one has to do with the instructor's stimulation of thinking, and the other deals with his perceived subject-matter competency. This latter finding that perceived teaching effectiveness is linked to subject-matter competency warrents specific attention. The insight which students have of their teachers and their desire for a good education may combine to cause them to expect subject-matter competency from those they perceive as effective. These findings suggest that if teachers do not

Table 38

Pearson Product Moment Correlations of each Indicator of Perceived Teaching Effectiveness with Role Orientation

Item	Coreelation[a]
1. Is the instructor actively helpful when you have difficulty?	.05
2. Is the instructor sensitive to students feeling and problems?	.22*
3. Does the instructor increase your interest in the subject?	.19*
4. Does the instructor make students feel free to ask questions, disagree and express their ideas?	.10
5. Is the instructor fair in his dealings with students?	.04
6. Does the instructor display sufficient knowledge of his subject?	.19*
7. Does the instructor clarify the material for the class?	.09
8. Does the instructor respect students?	.13*
9. Does the instructor tell students when they have done particularly well?	.14*
10. Is the instructor prepared for class?	.10
11. Does the instructor distinguish between his opinion and facts?	.07
12. Are the instructor's directions clear?	.09
13. Does the instructor stimulate thinking?	.22*
14. Has the instructor helped you make the material sufficiently relevant to your needs and goals?	.12
15. Considering everything, how would you rate this instructor?	.20*

a Correlations are based on an N of 175. This represents all faculty members for whom there were corresponding evaluations completed by students

* Significant at the .05 level

** Significant at the .01 level

appear to know their material students will not likely view them as good instructors. Thus, as Blocker has suggested, faculty must appear knowledgeable in order to be perceived as effective teachers in the community college.[8]

Needless to say, we are aware that the relationship between faculty role orientation and perceived teaching effectiveness could be influenced by any number of third variables. Thus, we have run a partial correlational analysis controlling for various faculty characteristics and certain student characteristics. The results, which are shown in Tables 39 and 40 indicate that none of the indicators reflecting faculty characteristics have any bearing on the relationship of these two variables. However, an examination of student characteristics reveals that one of these items, the expected course grade, exerts a significant influence on the relationship between role orientation and teaching effectiveness. When we control for expected course grade we find that the coefficient level of correlation between role orientation and teaching effectiveness drops from a significant level (.15) to an insignificant level (.08). This finding prompted us to check on the relationship between a student-centered role orientation and expected course grade. This was of course a logical step in view of the fact that a fairly strong relationship was noted between expected course grade and perceived teaching effectiveness ($r = .47$). Analysis reveals that role orientation and expected course grade are significantly related ($r = .16$). Because of the pattern of relationships which were found to exist between these variables, we are led to believe that expected course grade appears to be a "causal" agent which intervenes between the dependent and independent variables. That is to say, the original association may

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[8] Clyde E. Blocker, R. H. Plummer, and R. C. Richardson, The Two-year College: A Social Synthesis. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Table 39

First Order Partial Correlation Between Role Orientation and Perceived Teaching Effectiveness Controlling for Faculty Characteristics

Characteristic	First Order Partial Correlation[(a)]
1. Year Teaching Experience in:	
(a) Primary School	.15*
(b) Secondary School	.14*
(c) Technical-vocational School	.14*
(d) Some other Community College	.15*
(e) This Community College	.15*
(f) A Four-year College	.14*
(g) A University	.15*
2. Teaching Area	
(a) Humanities and Fine Arts	.14*
(b) Behavioral and Social Sciences	.15*
(c) Education	.13*
(d) Mathematics and Physical Sciences	.14*
(e) Natural Sciences	.15*
(f) Engineering Technology	.15*
(g) Social Service	.15*
(h) Other Occupational	.15*
3. Academic Rank	.15*
4. Membership in Professional Organizations	.15*
5. Membership in Professional Educational Organizations	.15*

The zero order correlation between role orientation and perceived teaching effectiveness is .15 which is significant at the .05 level

* significant at the .05 level

Table 39

(continued)

Characteristic	First Order Partial Correlation[a]
6. Degree level	.15*
7. Education courses taken at the undergraduate level	.15*
8. Education courses taken at the graduate level	.15*
9. Community college courses taken at a college or university	.14*
10. Community college courses taken as part of an in-service training program	.15*
11. Father's educational level	.15*
12. Mother's educational level	.15*
13. Age	.15*
14. Sex	.13*
15. Residential background	.15*
16. Membership in community organizations	.15*

* significant at the .05 level

Table 40

First Order Partial Correlations Between Role Orientation and Perceived Teaching Effectiveness Controlling for Student Characteristics

Characteristic	First Order Partial Correlation
1. Course in major	.14*
2. Expect course grade	.08
3. GPA	.15*
4. Age	.14*

* significant at the .05 level

Table 41

Stepwise Multiple Regression Analysis of the Five Highest Predictive Indicators of Perceived Teaching Effectiveness

Indicator	Multiple R	R^2	Beta
1. Expected course grade	.64	.41	.42
2. Sex	.65	.43	.11
3. Mother's educational level	.66	.43	.05
4. Teaching experience at a university	.66	.44	.09
5. Teaching experience at the community college of present employment	.66	.45	.08

R^2 for 28 indicators = .47

Multiple R for 28 indicators = .69

be interpreted as due to the association of each of these variables with expected course grade.

What this means is that students' perception of teaching effectiveness is to a large degree influenced by the grade they expect to receive in the course. It also suggests that while role orientation of faculty may be an important factor in affecting students' perception of individuals as effective teachers, it is far less significant than the grade they expect to receive from teachers. For the advocates of student evaluation of teachers, this finding based on more than 12,000 student responses should give some pause for reflection. These advocates maintain that students evaluate instructors in a manner uninhibited by other considerations. Our findings contradict this view, and suggest that administrators who rely on student evaluation of instructors for salary increments, promotion, and tenure decisions should do so most cautiously.

(D) The Relationship Between Acceptance of the Community College Philosophy and Perceived Teaching Effectiveness

It seemed to us logical to postulate that faculty who are perceived by students as more effective teachers would be most sympathetic to the teaching orientation of the community college and concomitantly its philosophy. Certain of our findings lent support to this assumption. For example, we found that faculty whose role orientation is student-centered are significantly likely to accept the community college philosophy ($r = .40$). We also found that student-centered faculty are significantly more likely than other faculty to be perceived as effective teachers ($r = .15$). However, when we examine the relationship between acceptance of the community college philosophy and perceived teaching effectiveness we find no significant

Table 42

Correlation Coefficients Between Selected Variables

	Traditionalism	Role Orientation	Acceptance	Teaching Effectiveness	Reference Group
Progressivism	-.35**	.51**	.22**	.04	.03
Traditionalism		-.28**	-.30**	.06	.03
Role Orientation			.40**	.15*	.16*
Acceptance of the Community College Philosophy				.07	-.34**
Teaching Effectiveness					.03
Reference Group Identity					

* Significant at the .05 level
** Significant at the .01 level

association. We must therefore conclude that acceptance of the community college philosophy has no bearing on perceived teaching effectiveness.

(E) The Relationship Between Progressive/Traditional Attitudes Toward Education and Perceived Teaching Effectiveness

Using the same logic as we outlined above, we also postulated that faculty who were judged as more effective teachers would be inclined to hold more progressive attitudes toward education. Results indicate that this is not the case. We find that neither a progressive nor a traditional attitude toward education has any bearing on whether or not the instructor is judged an effective teacher.

Summary

In this chapter we have attempted to analyze the matter of teaching effectiveness as evaluated by students and to determine what factors influence a student's perception of the effective teacher. We have found that students surveyed here tend to reflect patterns observed by many researchers in that they rate their instructors quite favorably. We have also found that there are several factors which seem to influence students' perception of teachers. The more important of these are the sex of the teacher and experience teaching in a university setting. Specifically, women are regarded as more effective teachers than men and faculty who have taught in a university are thought to be more effective than teachers with other kinds of teaching experience. We believe that the first of these two factors is related to the affective dimension of the teaching role whereas the second seems to focus more on the subject matter competency of the instructor. It thus appears that both affective

and instrumental aspects of teaching are important to students in their evaluation of instructors.

When we control for the interactive effects of all variable, two additional factors emerge which influence the perception of teaching effectiveness. These are: the educational level (social class position) of the instructor's mother and the length of time served at the present community college. We find that the higher the level of educational achievement by a respondent's mother, the more likely he or she is to be viewed as an effective teacher. Similarly, the longer the individual has taught at his present place of employment, the more likely he is to be adjudged an effective teacher.

By far the most potent of all factors which influence the perception of teaching effectiveness is the grade the student expects to receive in the course. The better the grade, the better the student evaluation. What we have not been able to determine is whether students are simply influenced by grades or whether ability actually discerns ability. However, our subjective impressions incline us toward the former interpretation.

The central issue which this chapter has attempted to clarify is the relationship between an instructor's role orientation and his perceived teaching effectiveness. We have found that although there is a significant relationship between these two variables, the association was caused by the grade that students expected to receive. Specifically, students who expect to get better grades tend to see their instructors as more student oriented as well as more effective teachers. Thus, when we control for this intervening variable, expected course grade, the

relationship between role orientation and perceived teaching effectiveness fails to hold. We must therefore conclude that "making the grade" is of foremost importance to students, and that by comparison the instructor's role orientation is of little relevance to students' evaluation of teaching performance. In fact no other variable investigated in this study comes anywhere close to equating the significance that expected course grade has on students' perception of teaching effectiveness.

CHAPTER 8

CONCLUSIONS AND IMPLICATIONS

During the past couple of decades the community junior college has emerged as a unique addition to higher education in America. Leaders in the field contend that the institution is a true innovation in education. Its comprehensive curriculum, which seems to offer "something for everyone," its remedial programs, its open-door admissions policy and its emphasis on community service, teaching, guidance and counseling all seem to underline its avowedly progressive approach to education. Community college leaders also maintain that since the institution has a special mission in higher education, namely to provide an educational opportunity to everyone commensurate with his ability, it requires a special kind of faculty. Ideally, the kind of faculty member needed is someone who accepts the community college philosophy, i.e., the notions of a liberal admissions policy, a comprehensive curriculum oriented to broaden student interests, and an orientation to community needs. It is also held that since the community college caters to students of widely varying interests and abilities, the ideal faculty member should reflect a progressive orientation to education; he should be flexible and able to adapt to student needs, he should be oriented toward change and be student-centered; and most of all he should be an effective teacher concerned with the total development of students. Many writers assert that unless this kind of faculty member can be found to staff the community college, the attainment of its objectives cannot be realized.

A review of the pertinent literature suggests that many community college faculty do not conform to the ideal type. In fact, a number of writers maintain that many community college faculty do not accept the institution's philosophy. Other writers suggest that a large portion of the institution's faculty hold quite traditional views toward education. Still others question whether the institution's faculty are as student oriented as they are represented as being. Explanations for differences in faculty attitudes and orientations have varied. Some researchers have suggested that variations in occupational and vocational experiences explain the differences. Some investigators point to broad differences in the socialization experiences of individuals; some suggest that differences in attitudes may be explained in terms of the reference groups with which individuals identify.

To date, explanations for these differences have been only partially examined in the empirical literature. Thus, this study aims to explore more fully the variations in community college faculty attitudes and to examine some possible reasons for these differences.

The specific objectives of this investigation may be summarized as follows:

(1) To explore the variations in faculty attitudes toward:

   (a) the community college philosophy
   (b) progressive-traditional orientations in education

(2) To explore the degree to which faculty teaching role orientations are student-centered or subject-centered.

(3) To examine the extent to which role orientation in teaching affects perceived teaching effectiveness.

(4) To invectigate various aspects of socialization experiences in order to determine what affect they have on faculty attitudes and orientations.

(5) To ascertain what effect the occupational reference groups of faculty have on their attitudes and orientations.

The Findings

A general overview of the study indicates the following major findings:

1. Acceptance of the Community College Philosophy. Although a clear majority the faculty surveyed here accept the community college philosophy, almost twenty-eight per cent of the respondents tend to evince a rather negative view toward the institution's objectives. This would appear to indicate that faculty are far from unanimous in their attitudes toward the institution and that considerable variation continues to persist.

An analysis of factors reflecting selected socialization experiences of faculty members reveals that a number of these items exert a limited but significant influence on attitudes toward acceptance of the community college philosophy. Among the more important of these are teaching in a primary school and, having taken courses pertaining to the community college at a four-year college or university. These experiences are positively related to acceptance. Experiences which are negatively associated with acceptance include the following: (1) teaching experience in a four-year college, (2) membership in professional organizations, and (3) having taught at another community college.

2. Progressive Attitudes Toward Education. In general our respondents express quite progressive attitudes toward education. However, since an individual may be progressive on some educational dimensions and traditional on others, it would be misleading to characterize this faculty as overwhelmingly progressive on educational issues. In fact, the evidence gathered from the traditional scale indicates that there are fairly wide variations in attitudes toward education.

Among indicators of socialization experiences, the most potent predictors of progressive educational attitudes are all negatively associated with progressivism. Specifically, we find that (1) age, (2) teaching experience in a four-year college, (3) social class background (as evaluated by father's education), (4) having taught at another community college, and (5) having taught at a technical-vocational school are inversely related to progressive attitudes toward education.

3. Traditional Attitudes Toward Education. Data from the traditional educational scale indicates a fairly widespread tendency toward holding traditional educational attitudes by these respondents. A comparison of this data with that from the progressive educational scale suggests that although faculty are generally more progressive than traditional on educa- issues, the overall pattern that emerges is one of considerable ambivalency.

An examination of various socialization experiences suggests limited support for the argument that such experiences influence attitudes toward education. We find, for example, that social class background (as evaluated by mother's education) is inversely related to holding traditional educational attitudes. By comparison, the following items are found to be posi-

tively associated with increased traditionalism toward education: (1) age, (2) teaching experience in a four-year college, (3) membership in professional educational organizations, and (4) having taught at another community college. Our data indicates that these items are the best predictive indicators of traditional educational attitudes.

4. Role Orientation. This investigation failed to produce support for the findings presented in other research to the effect that role orientation in teaching comprises two distinct factors: (1) a student-centered orientation, and (2) a subject-matter orientation. Rather, our data suggests that role orientation in teaching tends to be a unidimensional construct with weak student-centeredness at one end of the dimension and strong student-centeredness at the other. A distinct subject matter orientation does not emerge from our data. Our findings indicate that the faculty studied here evince a fairly pronounced tendency toward being student-centered in their teaching approach. However, sufficient differences exist to permit analysis of the variance.

Indicators of socialization experience which are most positively related to a strong student-centered role orientation include teaching experience in a primary school and having taken education courses at the graduate level. Items that are inversely associated with a student-centered role orientation are: (1) having taught at another community college, (2) more extensive teaching experience at the present community college, and (3) having taught at a technical-vocational school.

5. Perceived Teaching Effectiveness. Faculty in this study are overwhelmingly perceived by their students as being effective teachers.

Several background characteristics of faculty appear to be associated with perceived teaching effectiveness. In order of their predictive strength these are: (1) sex (females), (2) the individual's social class background (as evaluated by mother's education), (3) teaching experience at a university, and (4) extensive teaching experience at the present community college. Although these items emerge as important predictors of teaching effectiveness by far the most powerful predictor of this variable is the grade which the student expects to receive in the instructor's course. In fact, all other items seem to pale in comparison.

6. The Relationship Between Role Orientation and Perceived Teaching Effectiveness. Using a theoretical framework drawn from symbolic interaction we postulated that student-oriented teachers would be perceived by their students as effective teachers. The data fails to support this assumption. While there is a modest but significant relationship between these two variables, the noted association is due to the influence of a third variable, namely expected course grade. When we control for this variable the association between the other two variables dwindles to insignificance. Thus we must conclude that one's role orientation in teaching has little or no effect on how students evaluate one's teaching performance.

7. Reference Group Identity. Previous research has indicated that community college faculty vary in terms of the occupational reference group with which they identify. The current study provides support for this

contention. We find that 70 per cent of the faculty surveyed identify occupationally with the community college. Twenty-eight per cent identify with a senior institution, i.e., a four-year college or a university.

Previous research has also suggested that faculty's reference group identity affects their attitudes toward their institution. Again, we find support for this view in the current investigation. For example, our data indicates that the most important indicator of acceptance of the community college philosophy is reference group identity. To the extent that individuals identify with the community college they also accept its philosophy.

We also find that the matter of reference group identity affects the role orientation of faculty members. Specifically, we note that faculty who identify with the community college tend to be significantly more student-centered in their role orientation than faculty who identify with a senior institution.

An examination of background factors reveals that a number of these items influence the selection of ones occupational reference groups. The most important indicator is the individual's degree level. Those who hold doctorate degrees are least likely to select the community college as their reference group. Other predictive indicators associated with the selection of the community college as one's occupational reference group include: (1) having taken education courses at the undergraduate level, (2) having taken education courses at the graduate level, (3) having taken courses pertaining to the community college, and (4) having taken courses pertaining to the community college as part of an in-service training program.

Implications

The findings reported here provide a varied and often inconsistent image of community college faculty. For example, while the great majority of the faculty in this study accept the community college philosophy, their attitudes toward education are at best ambivalent. It appears that many faculty are far from the innovative, flexible and adaptive individuals that they are presented as being in much of the community college literature. Our impression is that the same strains toward conservativism in educational outlook that characterizes many faculty in higher education also pervades the attitudes of community college faculty. Instead of being an entirely new breed of teachers, community college faculty appear much like the same old breed but in a new setting.

A number of specific findings lend themselves to this impression. For example, prolonged teaching experience in community colleges does not lead to greater acceptance of the institution's philosophy. If anything, it undermines acceptance. In addition, such teaching experience contributes to an increase in traditional educational attitudes, a decrease in progressivism toward education, and a decline in student-centeredness in teaching. Moreover, the finding that faculty with more senior rank are less progressive and more traditional on educational attitudes does not appear to us to bode well for the institution. Thus, if faculty reflect an institution's character then the community college is in reality something less than its leaders would have us believe. On the basis of this investigation we would have to conclude that the potential of the community college for developing a new kind of faculty committed to a novel set of educational ideals is limited. Exposure to the community college seems to

promote values and attitudes that are often more characteristic of traditional four-year college faculty than they are of the ideal community college instructor.

Other factors help to reinforce this notion. Advertisements in "trade" journals and periodicals for faculty openings in community colleges stress the importance of teaching experience in similar institutions. The implication is quite clear: community college administrators believe that such experience is an essential qualification of a desirable teacher at their colleges. Our data casts considerable doubt on this assumption. Specifically, our findings indicate that faculty with this kind of teaching experience are: (1) among those least likely to accept the community college philosophy, (2) among the least progressive in their educational outlook, (3) among the more traditional in educational attitudes, and (4) among the least student-oriented faculty. Our study has failed to explain these trends. However, such tendencies may help to explain why these faculty members did not remain at their place of previous employment. In view of these findings we can only conclude that the employment of such faculty by community colleges does little to enhance the achievement of the institution's objectives.

Also implicit in our findings is the conclusion that the measurement of effective teaching is at best an elusive objective. In particular, this research casts doubt on the validity of using student evaluations to measure teaching effectiveness. The reason for this seems quite clear. The students surveyed here do not evaluate faculty in an impartial or an objective manner. For them, making the grade is the name of the game. Thus the grade becomes

the most important consideration in their evaluation of teachers. We therefore suggest that such evaluations be treated with great caution.

The variations in attitudes we have noted may be attributed to a wide variety of experiences, some of which reflect previous occupational and educational experiences, others social and economic characteristics. For example, teaching experience in a primary school setting appears to promote greater acceptance of the community college philosophy and increased student-centeredness in teaching. By comparison, most other teaching experience seems negatively associated with both acceptance and student-centeredness in teaching. Age also emerges an important variable affecting attitudes. Younger faculty evince significantly more progressive and less traditional attitudes toward education while older faculty reflect just the opposite tendencies. These findings suggest that if community college leaders want faculty who are progressive, accepting of the institution's philosophy and student centered they should concentrate their hiring efforts on younger candidates and, if possible, those with primary school experience.

Although the evidence is limited, there appears to be some support for those experts who see the advanced degree (the doctorate) as a liability to the community college. The finding that the higher the degree held the less likely one is to identify with the community college as one's reference group seems to underline the liability of higher degree holders. While faculty with doctorates may enhance the academic prestige of faculty and the community college, it appears doubtful that such faculty would identify with the institution and its goals.

We have also found that certain teaching areas seem to be associated with significant variations in attitudes toward education. These different

orientations seem to be endemic to disciplines and are, we believe, reflections of the wider "cultural" differences that characterize disciplines. It is our impression that these differences in outlook which accompany the various disciplines are deeply ingrained and are resistent to any appreciable change.

The assertions made by Medsker concerning faculty attitudes and their relationship to reference groups also finds support in this study. There seems to be little doubt that faculty attitudes toward the community college and their stance in teaching is significantly associated with the occupational reference groups with which they identify. Faculty who identify with the community college are significantly more sympathetic toward the institution and are much more student oriented than those who identify with a senior institution. It would therefore appear that if community college leaders want faculty who are sympathetic to the community college and who are student oriented, they would do well to ascertain the career aspirations of prospective faculty.

Although teaching effectiveness seems to be a vague area, our research does seem to indicate that students are slightly sensitive to both affective and instrumental aspects of the teaching role and tend to evaluate features associated with such aspects as indicative of heightened teaching effectiveness. In this connection, female instructors and those with university teaching experience are perceived by students as more effective teachers than most other faculty. To the extent that student evaluation of teachers is deemed important in the community college, hiring consideration might be directed at these two groups of potential candidates. We should, however, point out that there may be liabilities associated with those having uni-

versity teaching experience when that experience reinforces identification with a discipline rather than with the community college.

These findings lead us to conclude that the acquisition by community colleges of an "ideal" faculty - innovative, progressive, accepting of the institution's philosophy, student-oriented, and effective teachers - faces many obstacles. To acquire this kind of faculty, leaders would have to hire faculty who are predominantly young, who have had primary school experience and whose academic fields are consistent with progressive - liberal orientations. At the same time, they would have to avoid hiring faculty who have taught either in a four-year college or another community college, and those in the "hard" sciences. They would also have to discourage faculty involvement in professional organizations since this association produces tendencies inimicable to the community college ideal. They might also have to eliminate formal status differences among faculty because higher academic status seems associated with traditional educational attitudes. Obviously these approaches are not feasible. Therefore, leaders in the field are going to have to reconcile themselves to a faculty comprised of diverse individuals with diverse viewpoints, many of which are incompatible with the aims and objectives of the community college. Perhaps the best they can do is to develop strong in-service training programs to help overcome many of the inconsistent tendencies noted in this study.

Many observers of the current scene in higher education question whether the community college can survive the Ph.D. surplus. Our findings suggest that this may not be the most appropriate concern. The more pertinent question seems to be whether or not the community college can assimi-

late faculty with the spectrum of attitudes noted in this study and still hope to achieve its basic aims and objectives. Our fear is that instead of remaining a unique and innovative institution, the community college will soon become just another institution in the field of higher education.

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APPENDIX A

FACULTY QUESTIONNAIRE

PART I

You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others and perhaps uncertain about others. Whether you agree or disagree with any statement you can be sure that many other people feel just the same way that you do.

RESPONSE CODE

SA	strongly agree	SD	strongly disagree
A	agree	D	disagree
AR	agree but with reservations	DR	disagree but with reservations

1. Research in one's own academic field takes precedence over development of new courses.

   SA A AR SD D DR

2. The scholastic entrance requirements of community colleges are too low.

   SA A AR SD D DR

3. The healthy interaction of students with one another is just as important as the learning of subject matter.

   SA A AR SD D DR

4. Too many faculty members allow submarginal students to pass their courses.

   SA A AR SD D DR

5. There tends to be too much stress in the community college on quantity of students and not enough on quality of students.

   SA A AR SD D DR

6. Course outlines should be determined after consultation with students who are taking the course.

   SA A AR SD D DR

7. Remedial courses in areas such as mathematics, English, etc., should play an important role in enabling the community college to meet its responsibilities.

   SA A AR SD D DR

8. It is more important that the student learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.

SA A AR SD D DR

9. Faculty members should be available to students in their homes as well as on campus.

SA A AR SD D DR

10. Cosmetology, welding, nurses' aiding, etc. have a legitimate place in the curricular offerings of the community college.

SA A AR SD D DR

11. The community college tends to be too much like a high school.

SA A AR SD D DR

12. A primary responsibility of the faculty should be to help students meet their individual needs and become responsible citizens.

SA A AR SD D DR

13. Serving as an advisor to a student organization should be taken account of in tenure and promotion considerations.

SA A AR SD D DR

14. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

SA A AR SD D DR

15. Faculty have an obligation to serve as personal role models for students.

SA A AR SD D DR

16. Education and educational institutions should be sources of new social ideas.

SA A AR SD D DR

17. Courses within each academic area should be tailored to the needs of the specific students in those courses.

SA A AR SD D DR

18. Organization and content of courses is more dependent on student's ability, interest and program than on materials published in academic journals and textbooks.

SA A AR SD D DR

19. The transfer program should be the most important program in the institution.

SA A AR SD D DR

20. Faculty should not be expected to sponsor student organizations.

SA A AR SD D DR

21. The true view of education is arranging education so that the student gradually builds up a storehouse of knowledge that he can use in the future.

SA A AR SD D DR

22. The learning of proper attitudes is often more important than the learning of subject matter.

SA A AR SD D DR

23. It is more important for faculty to keep abreast with their field than to become engaged in counseling.

SA A AR SD D DR

24. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.

SA A AR SD D DR

25. The content and organization of introductory courses should be determined by the nature of one's academic discipline.

SA A AR SD D DR

26. Learning experiences organized around life experiences rather than around subject matter is desirable.

SA A AR SD D DR

27. Personal and career counseling of students by faculty should constitute an important part of the program of community colleges.

SA A AR SD D DR

28. Students should not serve on curriculum committees.

SA A AR SD D DR

29. Faculty should consider the social and emotional development of students as important as their academic development.

SA A AR SD D DR

30. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the curriculum.

SA A AR SD D DR

31. Learning is experimental. The student should be taught to test alternatives before accepting any of them.

SA A AR SD D DR

32. The community college should take an active part in stimulating social change.

SA A AR SD D DR

33. Instructors should encourage students to study and criticize our own and other economic and social systems.

SA A AR SD D DR

34. Instructors should keep in mind that students have to be made to work.

SA A AR SD D DR

35. The curriculum of the community college consists of subject matter to be learned and skills to be acquired.

SA A AR SD D DR

36. The quality of faculty member's teaching performance should be the most important determinant of his professional status.

SA A AR SD D DR

37. Term papers are better teaching techniques than field experiences.

SA A AR SD D DR

38. Students should be encouraged to examine all problems including religious, economic and social ones in a critical and objective fashion.

SA A AR SD D DR

39. Each subject taught at the community college should be aimed at developing some particular part of the students make-up: Physical, moral, intellectual, social and spiritual.

SA A AR SD D DR

40. Our administrative staff is overly concerned with the student retention rate.

SA A AR SD D DR

41. Faculty should maintain a uniform grading standard of academic achievement in all classes.

SA A AR SD D DR

42. What is needed in modern schools is the revival of the authority of the teacher.

SA A AR SD D DR

43. When an instructor moves from one institution to another, the content and structure of his courses may easily be modified.

SA A AR SD D DR

44. Manual and physical skills development are as important to a person's growth as is intellectual development.

SA A AR SD D DR

45. Faculty should assume responsibility for only the academic development of their students.

SA A AR SD D DR

46. In determining course offerings, the community college should be responsive to the specific educational needs of the local community.

SA A AR SD D DR

47. The curriculum of the community college should contain an orderly arrangement of subjects that represent the best of our cultural heritage.

SA A AR SD D DR

48. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.

SA A AR SD D DR

49. Schools should teach students dependence on higher moral values.

SA A AR SD D DR

50. Faculty should not be expected to maintain in all classes standards comparable to those of the lower division of the university.

SA A AR SD D DR

PART II

BIOGRAPHICAL AND CAREER INFORMATION

Please check ( ) the correct response and answer all of the following items.

1. Which of the following classifications best applies to you:

___1. Full time teacher

___2. Department or division head

___3. Part time teacher with outside employment

___4. Part time teacher, part time counselor

___5. Part time teacher, part time administrator

___6. Full time counselor

___7. Full time administrator

___8. Other (What?) _____

2. Approximately how many years have you taught full time in each of the following types of institutions? (If any item is not applicable, please leave it blank.)

___1. Primary school

___2. Secondary school

___3. Technical-vocational school

___4. Community college (not including this one)

___5. This community college

___6. Senior college (bachelor's and/or master's degree granting institution)

___7. University (doctoral degree granting institution)

3. Please indicate your highest academic degree

___1. High school graduate

___2. Associate's degree

___3. Bachelor's degree

___4. Master's degree

___5. Doctorate degree

4. In which area do you teach?

___1. Humanities and Fine Arts

___2. Social and Behavioral Sciences

___3. Education

___4. Mathematics and Physical Sciences

___5. Natural Sciences

___6. Engineering Technology

___7. Social Service areas, e.g. Health Care, Law Enforcement. etc.

___8. Other Occupational (please specify) _____

___9. Other (please specify) _____

5. The major portion of the courses you teach apply to what part of the curriculum? (Please check only one.)

___1. College transfer

___2. College transfer/vocational-technical

___3. Vocational-technical (certificate program)

___4. Vocational-technical (A.A. degree program)

___5. Other (please specify) _____

6. What was the highest level of school which your father attended?

___1. Primary school

___2. Secondary school

___3. Two-year college

___4. College

___5. Graduate or professional school

___6. Other (please specify) _____

7. What was the highest level of school which your mother attended?

___1. Primary school

___2. Secondary school

___3. Two-year college

___4. College

___5. Graduate school

___6. Other (please specify) _____

8. How many undergraduate education courses have you taken?

___1. None

___2. One

9. How many graduate education courses have you taken?

___1. None

___2. One

___3. Two - four

___4. Five or more

10. Have you taken credit courses dealing with the community college?

___1. Yes

___2. No

11. Have you participated in a non-credit (in-service) course pertaining to the community college?

___1. Yes

___2. No

12. If you had complete freedom to choose, where would you prefer to teach?

___1. Primary school

___2. Secondary school

___3. Technical-vocational school

___4. Community college (not this one)

___5. This community college

___6. Senior college (bachelor's and/or master's degree granting institution)

___7. University (doctorate degree granting institution)

___8. Other (please specify) _____

13. Do you regard yourself as coming from a predominantly rural background (the country or a small town of less than 10,000) or a suburban background (small town or city proximate to an urban area) or an urban background?

___1. Rural

___2. Suburban

___3. Urban

14. Please indicate the number of professional disciplinary organizations to which you belong, e.g. organizations such as American Historical Association, Eastern Sociological Society, Modern Language Association, The American Society of Civil Engineers.

_____

15. Please indicate the number of professional educational organizations to which you belong, e.g. organizations such as National Education Association, P.S.E.A., Phi Delta Kappa, The American Society of Engineering Educators, American Association of University Professors.

_____

16. Please indicate the number of local community organizations to which you belong, e.g. Rotary, civic organizations, etc.

_____

17. Academic Rank _____

18. In what year were you born? _____

19. Sex

___1. Male

___2. Female

APPENDIX B

STUDENT QUESTIONNAIRE

Instructions: Please consider each question carefully and answer as objectively as possible. If a question does not apply to a particular instructor, do not respond. Please place all responses on the answer card which accompanies this form. Mark your answer to each of the nineteen questions in the columns numbered one through nineteen on the answer card. After you have checked to make certain you have marked the number indicating your desired answer, punch out the card chips (be certain the chips are completely detached). You will be told what numbers you are to punch in the section labeled "section number." Should you make a mistake on the answer card, please request a new card.

1. Is the instructor actively helpful when you have difficulty?

1	2	3	4	5
Not helpful				Actively helpful

2. Is the instructor sensitive to student's feelings and problems?

1	2	3	4	5
Unaware				Responsive

3. Does the instructor increase your interest in the subject?

1	2	3	4	5
Not at all				Very much

4. Does the instructor make students feel free to ask questions, disagree and express their ideas?

1	2	3	4	5
Intolerant		Encourages student expression		

5. Is the instructor fair in his dealings with the student?

1	2	3	4	5
Unfair				Fair

6. Does the instructor display sufficient knowledge of his subject?

1	2	3	4	5
Insufficient				Sufficient

7. Does the instructor clarify the material for the class?

1	2	3	4	5
Not at all				Very much

8. Does the instructor respect students?

1	2	3	4	5
Belittles				Respects

9. Does the instructor tell students when they have done particularly well?

1	2	3	4	5
Never				Always

10. Is the instructor prepared for class?

1	2	3	4	5
Disorganized				Well-organized

11. Does the instructor distinguish between his opinion and facts?

1	2	3	4	5
Never				Always

12. Are the instructor's directions clear?

1	2	3	4	5
Unclear				Very clear

13. Does the instructor stimulate thinking?

1	2	3	4	5
Non-stimulating				Stimulating

14. Has the instructor helped you make the material sufficiently relevant to your needs and goals?

1	2	3	4	5
No help				Very helpful

15. Considering everything how would you rate this instructor?

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

16. Is this course in your major (program)?

1. Yes 2. No

17. Grade you expect in this course?

1. A 2. B 3. C 4. D 5. F

18. Your overall grade point average is equal to or above?

1. 3.5 2. 3.0 3. 2.5 4. 2.0 5. Below 2.0

19. Your age is equal to or above?

1. 40 2. 30 3. 25 4. 20 5. Below 20